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The Gallup-McKinley County Schools developed this curriculum guide in an attempt to aid teachers involved in teaching English as a second language to Spanish speaking students and students of Indian descent. The guide provides a brief description of the value systems of the three ethnic groups--Spanish American, Zuni, and Navajo. A phonetic analysis of the likenesses and differences between English and languages of the three groups is also presented. Objectives and activities designed for the five year old student are given in the areas of language development, social studies, numbers, physical education, health, science, music, and art. A bibliography of related materials consisting of 35 books and 18 pamphlets is also provided. (DK)

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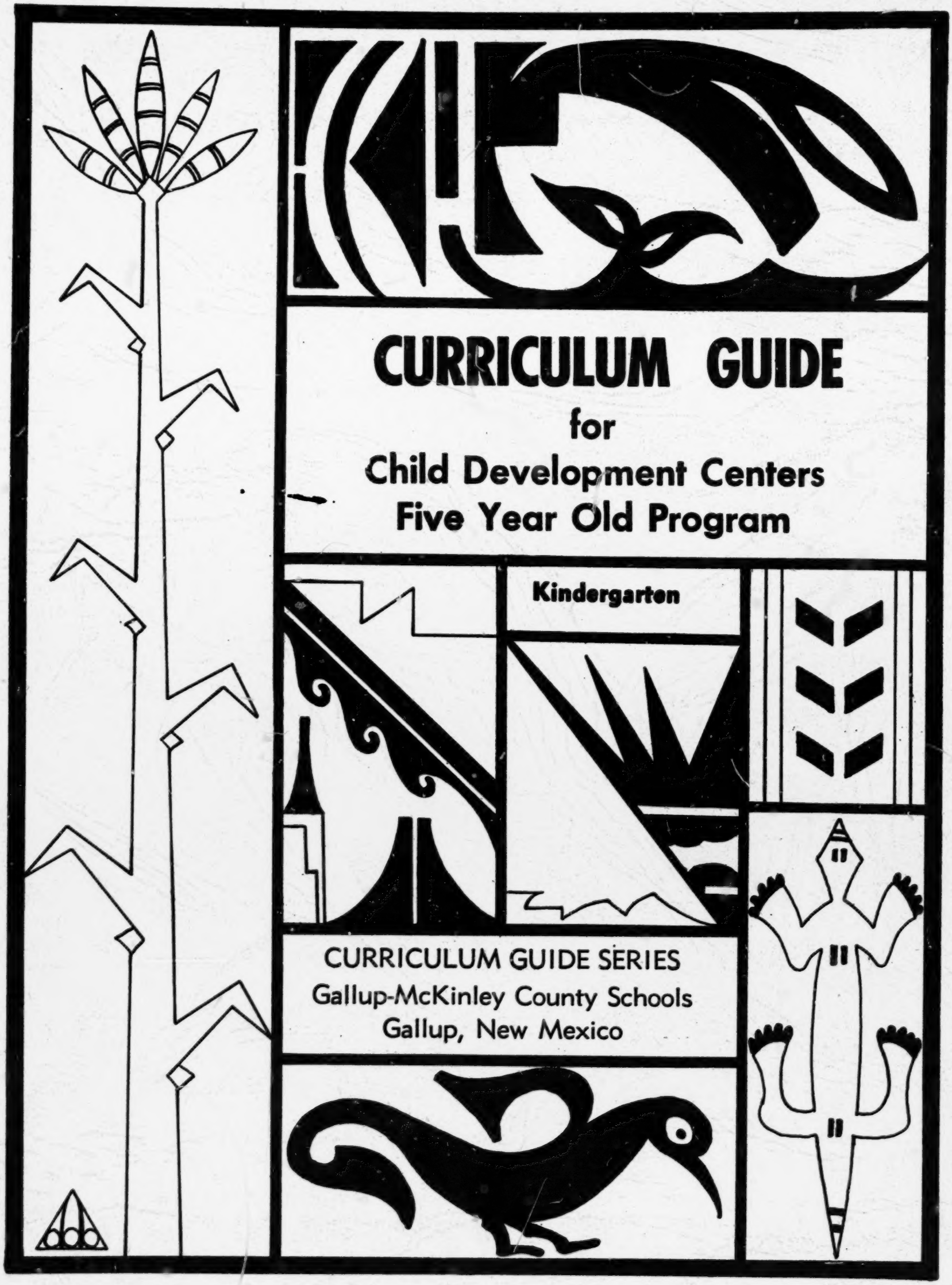

CURRICULUM GUIDE

for

Child Development Centers
Five Year Old Program

Kindergarten

CURRICULUM GUIDE SERIES
Gallup-McKinley County Schools
Gallup, New Mexico

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Curriculum Guide
for
Child Development Centers
Five Year Old Program

1967

Curriculum Guide Series
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PREFACE

AN INTRODUCTION

This guide is developed to accomplish the following goals:

1. To help bridge the language barriers of children who are learning English as a Second Language.

2. To safeguard the physical, mental, emotional and social growth of the Kindergartener, then provide experiences that will enhance the development of these characteristics.

3. To help the Kindergartener build a philosophy of living and in doing so he learns to:
   a. Face reality.
   b. Solve problems he faces.
   c. Build behavioral patterns that are generally acceptable.
   d. Develop a sense of humor.
   e. Accept guidance and authority from adults, other than his parents

4. To foster readiness in all areas of learning and in doing so provide experiences that build meaningful concepts.

5. To develop the child's aesthetic appreciation in the areas of music and art.

6. To develop techniques that meet individual differences in children.

7. To acquaint the teachers with a phonetic analysis of likenesses and differences between English and Spanish, English and Zuni, and English and Navaho.

8. To acquaint the teachers with the value systems of the three ethnic groups, Spanish, Zuni, and Navaho.

PART I

IMPLEMENTATION AND ORGANIZATION OF THE KINDERGARTEN PROGRAM

A. The Teacher

B. The Parent

C. The child

D. Cultural and Linguistic Backgrounds

E. Classroom organization

THE KINDERGARTEN TEACHER'S SELF EVALUATION

Every once in awhile we all need to take a good look at ourselves. Here are a few items to assist teachers who are willing to evaluate themselves.

1. Do I let my personal problems monopolize my working hours?

2. Do I regard the children as a "class" instead of a number of unique and complex personalities each needing my attention?

3. Am I so serious and occupied that I've missed a chance to be humorous or to join in the imaginative play of the children?

4. Do I speak in a loud, tense voice, shouting across the room instead of addressing the class in a pleasant tone?

5. Do I make the mistake of talking about the children in an unfavorable way?

6. Do I become so absorbed in controlling the situation that I fail to let the children work out their own problems?

7. Do I try constructive means to re-direct anti-social behavioral situations or do I act before I think?

8. Do I find it necessary to please myself or someone else that I have violated my standards based on the respect of the creative individual?

9. Do I process empathy so that I am able to understand the needs of each child, recognize his interest and appreciate his feelings?

10. Do I have an imagination that can percieve beauty in simple things, that is filled with curiosity, and that has a keen sense of appreciation?

11. Am I able to develop a varied, and balanced and flexible program of activities that alternates active and quiet periods to prevent over-stimulation or restlessness?

12. Am I interested in continuous personal and professional self-improvement?

13. Am I able to practice good working relations with other staff members and in doing so I am able to share materials, equipment, responsibilities, and duties?

14. Am I interested in good grooming which is essential for all teachers and therefore is required of Kindergarten teachers?

WORKING WITH PARENTS OF THE KINDERGARTEN CHILDREN

The teacher can provide:

1. Group meetings for parents during which she explains the kindergarten program and affords the parents an opportunity to inquire about the program.

2. Opportunities for individual parent-teacher conferences.

3. Written reports explaining what the child has been doing in school.

4. Opportunities for open house and classroom visitations.

5. Programs to which the parents are invitied and in which they can see their child participate.

PARENT-TEACHER CONFERENCES

Guidelines for conferences:

1. Identify the reason for the conference.

2. Be prepared; Have all pertinent and written information about the child on hand. If questions are asked try to answer them adequately. If some questions cannot be answered by the teacher, consult the help of the principal or other professional personnel.

3. Avoid criticism of the home, the parents, or the child but instead take the attitude of helping the child.

4. Don't hold a conference in the presence of the child.

5. Listen to what the parents have to say. Sometimes the remarks they make can be guidelines to your questioning.

6. Point out the child's virtues before you mention his weaknesses.

7. Summarize the main points brought out and conclude the conference in a positive manner. Suggest that there should be another time set for another conference.

CHARACTERISTICS OF YOUNG CHILDREN

All children are more alike than they are different and that is why we are able to educate them in groups. Although many children come from various backgrounds and cultures, basically they are alike.

Children grow at different rates and with individual patterns. Some develop rapidly in certain areas but slowly in other areas. Development is continuous but with each child progressing at his own rate.

The Four Year Olds

The four year old is passing from the baby stage into an age of independence. He is trying and doing many things for himself.

Physical Development

He enjoys many motor stunts that are not too difficult.

He is a more accomplished runner than he was at three. He is able to break up the regular rhythms of his stride, make a running and standing broad jump.

He tries to skip and can do so, in a "lame duck" fashion.

He can balance himself on one foot for a few seconds.

He can toss and hurl a ball with one arm or with a strong overhead throw.

He is trying to button his clothes and lace his shoes.

He is interested in experimenting with crayons, clay and paints.

Intellectual Development

He asks many questions because he is curious about things and because he enjoys hearing himself talk.

He speaks in four or five word sentences. He chooses words and uses them for the pleasure of hearing them and himself talking. Meaning is not his chief concern.

He has little concern for the past and the future. The present is of importance to him.

He likes to tell lengthy stories most of which are make-believe.

He is learning the difference between what is real and what is "Make Believe".

His attention span is lengthening.

He enjoys listening to stories, about animals, people of other lands, children, make-believe and true stories.

Social Development

He is sociable, although he enjoys companionship, he may be bossy and boastful.

He makes fast friendships with children of his own sex.

He is beginning to cooperate with other children in physical play and dramatic play. However, he still enjoys opportunities to play by himself.

He may have some unreasonable fears such as the fear of the dark.

The Five Year Olds

The five year olds are more capable than the four year olds but we must remember that they are still primarily physical in their responses.

Physical Development

He is more agile and has more control in general bodily activity.

He has better balance and muscle control, than he had at four.

He skips and jumps better.

He runs faster, climbs higher, reaches and grasps well and shouts louder then he did when he was four.

He can button his clothes and lace his shoes. His coordination is still to be refined and therefore he needs lots of practice, no matter what skill he is developing.

His eyes are not ready for close work because he still sees things better at a distance.

Intellectual Development

He is developing a sense of time. He knows of the yesterdays and tomorrows as well as the todays.

He displays tendencies to conceptualize and generalize.

He is learning to distinguish between what is "real" and what is "make-believe".

He enjoys talking and can do so without infantile articulation. Words fascinate him. He rhymes, invents new words, and expresses his ideas freely. His questions are fewer and relevant. He asks questions for information as well as merely for social intercourse or the practice of speaking.

Intellectual Development cont:

He enjoys group participation in discussions and planning.

His attention span is increasing but varies according to his interest, experience, and individuality.

He likes to be given responsibility.

He is beginning to understand sex differences. He know the different roles of mother and father.

He can distinguish between his left and right hand but cannot distinguish between left and right in other persons.

He is becoming more proficient with crayons, paints and cutting.

Social Development:

Within his capacities, the five year old is self-sufficient, independent, and cooperative.

He enjoys cooperative play and can "give and take" in the group.

He prefers playing with children of his own age and development.

He is learning to use words to solve his problems, instead of fighting.

He is capable of anxiety and "unreasonable" fears but typically he is stable and well adjusted.

TABLE I*

CONFLICTS IN CULTURAL VALUES

AMERICAN SCHOOL TEACHERS ARE SURE TO PLACE GREAT VALUE ON THESE PRACTICES:	CHILDREN FROM TRADITIONAL INDIAN FAMILIES MAY BE SAID TO HAVE ACCEPTED GENERAL PATTERNS AS DESCRIBED BELOW:	CHILDREN FROM TRADITIONAL SPANISH-AMERICAN FAMILIES MAY BE SAID TO HAVE ACCEPTED THESE GENERAL PATTERNS?
Mastery over nature. Man must harness and cause the forces of nature to work for him.	Harmony with Nature. Nature will provide for man if he will behave as he should and obey nature's laws.	Subjugation to Nature. An often observed reaction in the traditional Spanish American was, "If it's God's will.
Future time orientation. All living in our society are future oriented.	Present time orientation Life is concerned with the here and now. Accepting nature in its seasons, we will get through the years, one at a time. "If the things I am doing now are good, to be doing these things all my life will be good.	Present time orientation. For the traditional Spanish American family, the only important goal of life was going to heaven after death. One only passed through his "reward" in the next.
Level of Aspiration Climb the ladder of success. Success is measured by a wide range of superlatives: first, the most, the best, etc.	Level of Aspiration Follow in the ways of the old people. Young people should keep quiet because they lack maturity and experience. This de-em phasized experiment, innovation, and change.	Level of Aspiration "To work a little, rest a little". Follow in father's foot steps. Be satisfied with the present.
Work Success will be achieved by hard work.	Work One should work to satisfy present needs. Accumulating more than one needs could be construed as selfish stingy, or bigoted.	Work Work to satisfy present needs The Spanish American was particularistic in nature. He operated on emotional response rather than sub-ordinating the individual to the societal institution. A businessman looks first at himself as a brother to the man who is asking for credit, and secondly as a businessman who is dealing with a customer.

Saving Everybody should save for the future. "A Penny saved is a penny earned." "Put something away for a rainy day.	Sharing One shares freely what he has. One of the traditional purposes of Shalako was that a man could provide a ceremonial feast for the village if he were able to do so.	Sharing Traditional pattern included sharing within the extended family group. Those established in the dominant culture accepted Anglo values in sharing.
Adherence to time schedules We are termed as "Clock Watchers."	Adherence to time schedules Time is always with us. The unhurried in-exactness of the Indian with appointments has led to the expression, "He operates on Indian Time".	Adherence to time schedules The expression for "the clock" runs" translated from the Spanish is "the clock walks". It has been said that this explains the "manana attitude" which Anglos have observed in Spanish-Americans.
Acceptance of change Change, in and of itself, is accepted as model behavior.	Reaction to change We follow in the old ways with confidence.	Reaction to change We follow the old ways with confidence. The reason may not be at all the same as the Indian's however. This life on earth is endured to win eternal life in Heaven.
Scientific explanation for all behavior Nothing happens contrary to natural law There is a scientific explanation for everything.	Non-scientific explanation for natural phenomena. Mythology fear of the supernatural, witches, and sorcery may be used to explain behavior.	Non-scientific explanation for natural phenomena Witches, fears, and non - scientific medical practices were used to explain behavior.
Competition Agression. One competes to win. Winning first prize all the times is a coveted goal.	Cooperation Remaining submerged within the group. Traditionally, a man did not seek offices or leadership or attempt to dominate his people. In sports, if one won once, he was now ready to let others win.	Humility Acceptance of the status quo. Submission might categorize behavior.

Individuality	Anonymity	Obedience
Each one shapes his own destiny. Self realization for each person not limited.	Accepting group sanctions, and keeping life rigidly routinized.	The Catholic Church kept life routinized, placed emphasis on obedience to will of God.

*Zintz, Miles V., Director. The Indian Research Study: Final Report, Section I. Albuquerque: College of Education, Univ. of New Mexico, 1960 pp.57-58

COMPARATIVE PHONOLOGY

ENGLISH - ZUNI

GLOSSARY OF LINGUISTIC TERMS

In trying to explain how the sound system between English and Zuni compare some linguistic terms need to be explained in order to help the teacher see, more fully, how the sounds are produced. In working with phoentic and phonemic symbols, it is important to remember that no symbol can help a student to make a sound. What is significant is that we know I) the sound associated with the symbol and 2) the technique to help our students hear and produce the sound. The following charts attempt to explain the linguistic terms used in the comparative phonology for English Zuni chart and the Phonemes of Zuni sheet.

Phonemes - the smallest units of sounds that distinguish meaning. For example in the words "pit" and "bit" only the sounds /p/ and /b/ make the meaning different.

Voiced sounds - sounds which are made with the vocal cords vibrating. Pronounce /b/ several times putting your hands on your throat. Notice that your cords are vibrating. Pronounce /p/ several times. This time the cords do not vibrate. All vowels are voiced.

Voiceless or unvoiced sounds - sounds which are not made by use of the vocal cords are called voiceless or unvoiced.

Stop - A sound made by stopping the air somewhere in the mouth. /T/ is a stop.

Allophone - A variant of a given sound is called an allophone. For example, the initial /L/ in "little" and the final /L/ vary in pronounciation. Linguists call these variants, allophones.

Fricatives - sounds produced by squeezing the flow of air from the lungs at some point in the mouth so that it is forced to flow rapidly through a small area produce friction. The sounds are therefore called fricatives. Typical examples are heard in the initial sounds of fan, van, and zeal.

Affricates - sounds which combine the beginning of a stop with the ending of a fricative. The initial sound chill begins like the T of Till, but ends like the sh of shill.

All consonant sounds are characterized by a closure or a decided narrowing at some point in the mouth. They may be classified by the name of the mouth parts that are brought together when a particular consonant sound is produced.

The following terms are used:

Bilabial - sound produced when the lower and upper lips are brought together.

Example of bilabial sound are /b/, /p/, /m/.

Labiodental - Lower lip is brought together with the upper teeth to produce sounds. (Examples) /f/. /v/.

Comparative phonology cont.

Interdental - The tip of the tongue touches the upper teeth.
(Example) /th/

Alveolar - The tip of the tongue touches the upper gums.
(Example) /T/, /d/

Alveo - palatal - Front of tongue touches far front of palate.
(Example) /j/

Velar - back of tongue presses against the velum (soft palate).
(Example) /g/, /k/

Lakio - velar - sound beginning with the lips and ending with the back of the tongue pressing against the velum (soft palate)
(Example) /qu/ in quote

Glottal - sounds produced by the vocal cord.
(Example) /h/

Vocoid - means "vowel-like."

THE PHONEMES OF ZUNI

By Curtis Cook

Consonants

/p/ a voiceless bilabial stop is pronounced like the "p" in the English word "spot". The Anglo must take care not to aspirate the Zuni phoneme as in the English word "pot". It sometimes occurs as /pp/ in which the release is delayed: as in the Zuni word "hoppi"--"Where is it?"

/t/ a voiceless alveolar stop. It too must not be aspirated, but is pronounced like the "t" in the English word "stop;" not as in "top". The phoneme /t/ also occurs with a delayed release: as in the Zuni word "tattanne"- "a tree".

/k^{wh}/ a voiceless labio-velar stop (sometimes called a voiceless velar labialized stop) is pronounced in a similar way to the "qu" in the English words "quote, quack, and quick," etc. However it is not to be pronounced as a "k" followed by a "w", for the rounding of the lips (labialization) occurs simultaneously with the velar stop. /k^{wh}/ has an allophone k^{w} which occurs before /'/, and the phonetic result is a glottalized stop /k^{w}'/ (sometimes called a "pop"). Examples of Zuni words having the phoneme /k^{wh}/ are: k^{wh}ato "come in", and k^{w}'inna "black".

/k^{yh}/ a voice less palatal stop (sometimes called a voiceless velar palatalized stop) is pronounced like the "k" in the English words "king" and "key". It is formed with the mid part of the tongue against the palate, rather than with the back of the tongue against the velic or velum. /k^{yh}/ has an allophone k^{y} occuring before /'/, and the phonetic result is a glottalized stop /k^{y}'/. Examples of Zuni words containing the phoneme /k^{yh}/ are k^{yh}awe "wheat", and k^{y}'awe "water".

/k^{h}/ a voiceless velar stop. Historically, it seems, the phonemes /k^{h}/ and /k^{yh}/ were allophones of one phoneme. Evidence for this observation is the very limited (almost mutally exclusive) distribution of the two phonemes: /k^{yh}/ occurs mostly before the front and central vowels /i,e,a/, and /k^{h}/ occurs mostly before back vowels /o, and u/. But it appears that they are becoming separate phonemes now; as shown in the following examples: /melik^{h}a/ "white man" /susk^{yh} ok^{wh}ik^{yh}a/ "coyote woke up"
/a:wik^{yh}a/ "They came." /misapak ok^{wh}ik^{yh}a/ "dove woke up"

/k^{h}/ has an unaspirated allophone k which occurs only before glottal stop and other consonants. When /k^{h}/ occurs before /'/, the phonetic result is a glottalized stop /k'/. Examples of Zuni words with the phoneme /k^{h}/ are: k^{h}uwaye "friend" k^{h}oni "it's short," k'oksi "good", aklinne "fire".

/'/ a glottal stop. Commonly referred to as "the catch in your throat when you say, 'un-oh'"; the glottal stop has no phonemic function in English, although most English speakers start vowel-initial words with it. In Zuni however, the glottal stop functions as any other consonant and must be treated as a full phoneme. Examples of Zuni words having the phoneme /'/ are: /'a'le/ "stone," /'awe/ "stones", and /k^{y}'awe/ "water". /'/ also occurs in doubled duration as all other consonants do: /ho''i/ "a person".

/ts/ a voiceless aveolar grooved affricate, is pronounced like the "ts" in the English word "cats". Although made up of two segments phonetically (a stop followed by fricative release at the same point of articulation), /ts/ functions as a single consonantal unit in Zuni. When followed by a glottal stop, the phonetic result is a glottalized affricate /ts'/. Examples of Zuni words having /ts/ are: aktsek^{y}'i "a samll boy", tsu'linne "stomach', and ts'ana "small".

/tš/ a voiceless alveo-palatal grooved affricate. /tš/ has the same phonetic components as the "ch" in x the English word "exchange", but not as in "change". /tš/ is most often unaspirated, although slight aspiration may be detected when /tš/ is found in word-initial position as in /tsa'le/ "a child". When followed by /'/, the phonetic result is a glottalized affricate /tš'/. Examples of Zuni words having the phoneme /ts/ are: tšuwapi "who is it?" tšapik^{yh}a "it burned".

/s/ a voiceless alveolar grooved fricative, has the same phonetic components as the "s" in English words. Examples of Zuni words with the phoneme /s/ are: sa'le "a bowl", suwe "younger brother", lesna "that's the way".

/s/ a voiceless alveo-palatal grooved fricative, has the same phonetic components as the "sh" in English words. Exmaples of Zuni words with the phoneme /s/ are: siwi "a Zuni", so'le "an arrow", and tu:si "a horse".

/h/ a voiceless glottal fricative, has the same phonetic components as the "h" in English words "him", "hat", "hog" when it occurs before a consonant phoneme in Zuni: i.e. the sound is articulated at the back-velar region of the mouth. But before Zuni vowels, it is articulated further back in the glottal region. Examples of Zuni words with the phoneme /h/ are: hewe "money", hotta "grandmother", and elahk^{wh}a "thank you". /h/ is also sometimes called a voiceless indeterminate non-syllabic vocoid.

/m/ a voiced bi-labial nasal, has the same phonetic components as the "m" in English. Examples of Zuni words with the phoneme /m/ are mu'le "bread", emma "many", and mossona "the boss".

/n/ a voiced alveolar nasal, has the same phonetic components as the "n" in English words "never", "none", etc. Some examples of Zuni words containing the phoneme /n/ are: nowe "beans", na'le "a deer", and yalanna "a mountain".

/l/ a voiced alveolar lateral, has the same phonetic components as the initial "l" in the English word "little", but not the same components as the final "l". The initial "l" in "little" is what linguists and phoneticians call the "light l", and the final one is "dark l". Examples of Zuni words containing the phoneme /l/ are : la'le "a feather", le:we "that's all", and illi "he has it".

/ł/ a voiceless alveolar lateral (sometimes called a voiceless lateral fricative), is formed in the same manner as the English "light l" but voicing is eliminated, and the air passes around the sides of the tongue causing a friction-like sound; hence the terminology "lateral fricative". This same sound is found in the Navajo language also. Examples of Zuni words containing the phoneme /ł/ are: łana "big" ełła "no". łupts'ina "yellow".

/w/ a voiced bilabial semi-vowel (or sometimes called a voiced labio-velar non-sullabic vocoid), has the same phonetic components as the English "w", but not as "wh". Examples of Zuni words having the phoneme /w/ are: wo'tsanna "bird", uwe "snow, wool, pain, he's mean, it hurts", and teywusukk^{y}'anna "he will pray".

/y/ a voiced palatal semi-vowel (or sometimes called voiced palatal non-syllabic vocoid), has the same phonetic components as the "y" in the English word "yes", but not as in "hay", or "boy". Examples of Zuni words containing the phoneme /y/ are: uatonne "a day", yela'u "Stand up!" and eyye "a duck".

Vowels

/i/ a voiced high close front unrounded vocoid, has ths same phonetic components as the "i" in the word "Zuni", but it sometimes fluctuates to the sound of the "i" in the English word "hit". Examples of Zuni words having the phoneme /i/ are: siwi "a Zuni", pi'le "a string", tsimi "now", and ito "Eat!"

/i:/ same as above except that the duration of the sound is approximately twice as long. Exmaples of Zuni words having the phoneme /i:/ are: i:mu "Sit down!" li:la "here" and heli:we "mud".

/e/ a voiced mid close front unrounded vocoid has the same phonetic quality as the "e" in the English words "eight", "great", and as the "a" in the English words "mate", and "plate". Examples of Zuni words containing the phoneme /e/ are penanne, "a word", teni "It's difficult". The phoneme fluctuates to the sound of the "e" in the English words "bet", "let", and "set". This secon variety is actually the more frequent of the allophones. Examples of Zuni words having the open allophone are: ele "it's OK", pewe "grass", and e'le "a girl".

/e:/ a voiced mid close front unrounded lengthened vocoid, has the same phonetic quality as the phoneme /e/ except that it is longer in duration. Examples of Zuni words containing the phoneme /e:/ are: e: "yes", ele:te "in spite of that", and ponne:we "cigarettes".

/a/ a voiced low open central unrounded vocoid, has the same phonetic quality as the "a" in the English word "father". There is also a bit of fluctuation in this sound but the low open central variant seems to be the morm. Examples of Zuni words containing the phoneme /a/ are: awe "stones", latanne " a wing", ik^{hy}a "he came".

/a:/ a voiced low open central unrounded lengthened vocoid, has the same phonetic quality as /a/ above, but is longer in duration. Examples of Zuni words which contain the phoneme /a:/ are: a:ne "he's going", ma: "Is that so?" and tatta:we "trees".

/o/ a voiced mid close (fluctuating to low close) back rounded vocoid, has the same phonetic quality as the "o" in the English word "roll", but sometimes fluctuates to the sound of the "au" in the word "caught" in the dialects of some Easterners. Examples of Zuni words having the phoneme /o/ are: nowe "beans", holo "No!" and oho'ak^{y}e:'a "he's coughing".

/o:/ a voiced mid close (fluctuating to low close) back rounded lengthened vocoid, has the same quality as /o/ above, but is longer in duration. Examples of Zuni words having the phoneme /o:/ are ho:'o "I", mulo:we "loaves of bread".

/u/ a voiced high close back rounded vocoid, has the same phonetic quality as the "u" in "Zuni". Examples of Zuni words having the phoneme /u/ are: k^{h}uwaye "a friend", mula "a parrot," and supik'o "a skunk".

/u:/ a voiced high close back rounded lengthened vocoid, has the same phonetic quality as /u/ above, except that it s longer in duration. Examples of Zuni words containing /u:/ are: tu:si "a horse," and mu:la "a mule".

CHART OF VOWELS

		FRONT		CENTRAL		BACK	
		Unr.	R	Unr.	R	Unr.	R
HIGH	Close	i, i:					u,u:
	Open						
MID	Close	e, e:					o, o:
	Open						
LOW	Close						
	Open			a, a:			

The chart above is designed to show the relationship between the vowel sounds of Zuni. The terms HIGH, MID, LOW refer to the heigth of the tongue in the mouth as the sound is articulated. Open and close also deal with tongue heigth, but also relate to the tenseness of the tongue muscles (close = tongue tense; open = tongue relaxed). The terms FRONT, CENTRAL and BACK refer to the relative horizontal position of the tongue. The labels Unr. and R. represent Unrounded and Rounded, and refer to the shape of the lips while the sound is being articulated.

It should be noted that the positions of the Zuni vowels represent <u>areas</u> of sound, and not pin-pointed sound qualities.

by Curtis Cook
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: = length

COMPARATIVE PHONOLOGY
ENGLISH - ZUNI
CHART OF CONSONANTS

Manner of Articulation	Point of Articulation	Bi-Labial		Labio-Dental		Inter-Dental		Alveolar		Alveo-Palatal		Palatal		Labio-Velar		Velar		Glottal	
		Eng.	Zu.	Eng	Zu.	Eng.	Zu.	Eng.	Zuni	Eng	Zu.	Eng.	Zu.	Eng.	Zuni	Eng.	Zu.	Eng.	Zuni
1. Stops	Voiced	b						d								g			
	Voiceless aspirated	p^h						t^h					$k^{yh\,i\,e\,a}$	qu	$k^{whi\,e\,a}$	k^h	k^h		
	unaspirated		p						t										
2. Affricates	Voiced							dz		j									
	Voiceless							ts	ts	ch	ts								
3. Fricatives Flat	Voiced			v															
	Voiceless			f		th												h	h
3. Fricatives Grooved	Voiced							z		zh									
	voiceless							s	s	sh	s								
Nasals	Voiced	m	m					n	n							ng			
	Voiceless																		
4. Continuants Laterals	Voiced							l	l										
	Voiceless								ɬ										
5. Semi-vowels	Voiced	w	w									y	y						
	Voiceless	wh																	

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THE PHONEMES OF NAVAJO

Consonants

1. b The labial stop represented by b is not voiced in Navajo, and sounds somewhat like the de-aspirated p in the English word spot (compare aspirated p of pot and voiced b in Bott). b never occurs as a syllable final consonant in Navajo. E.g. 'abání, buckskin; baa, to him.

2. d Like b, the alveolar stop d is not voiced in Navajo, and sounds something like the deaspirated t of English stop (compare aspirated t in top and voiced d in Dopp). This phoneme occurs both as a syllable initial and a syllable final. E.g. dił, blood; łid, smoke.

3. tx The sound is composed of an unvoiced alveolar stop followed by a velar spirant x. The Navajo phoneme has no English correspondent, and occurs only in syllable initial position in Navajo. E.g. txó, water; txin, ice. (tx is labialized before the vowel o, as txwó, water; and it is palatalized before e, i, as txyéeh, valley; txyin, ice).

4. t' A sound produced by stopping the flow of air both by the tongue tip in a t-position, and by closure of the glottis. The alveolar stop is released, immediately followed by opening of the glottis to produce an audible English, and occurs only in syllable initial position in Navajo. E.g. t'iis, cottonwood; 'át'é, it is, nát'oh, tobacco.

5. g An unvoiced palatal stop, comparable to the de-aspirated c of English scat (contrast the aspirated c (k) of cat and the voiced g of gat). It occurs both as a syllable initial and (although infrequently) as a syllable final element in Navajo. E.g. gah, rabbit; deg, upward.

6. kh A phoneme composed of the palatal stop k in conjunction with the velar spirant X or an attenuated variant. It is a rather heavily aspirated "K-sound", and occurs only as a syllable initial in Navajo. The spirant is prepresented here by h. E.g. kho', fire; khin, house; łikhan, sweet.

7. khw A labialized variant of kh, comparable to the phoneme written qu in conventional English orthography. It occurs only in syllable initial position in Navajo. E.g. khwe'é here; khwá'ásiní, loved ones, friends, relatives.

8. k' A sound produced by stopping the flow of air by placing the back portion of the tongue in a k-position and closing the glottis, followed by release of the back portion of the tongue from the palate and subsequent release of the glottis to produce an explosive sound. It occurs only as a syllable initial. E.g. k'ad, now; k'wos, cloud.

9. ʔ A phoneme produced by stopping the flow of air by closure of the glottis. It is analogous to the labial stop represented by the orthographic symbol b, except that the larynx instead of the lips is invoved. Although not a distinctive phoneme in standard English speech, the glottal stop occurs in such forms as huh uh (hu'u), oh oh! (o'o) etc. The glottal stop functions as a distinctive phoneme of Navajo, occurring in both syllable

initial and final position. In fact, a syllable that is otherwise vowel-initial is always begun with a glottal stop. E.g. 'ahi, fog; ha'a'aah, east; naat'a', it flies about. It is the occurrence of the glottal stop that causes Navajo speech to sound "chopped" to English ears. Thus, in such a sentence as Díí' 'at'éé'd e'e'aahdéé' naaghá, this girl is from the West, the frequent closure of the glottis sounds strange to speakers of English because it is contrary to the smooth word juncture that characterizes the latter language.

10. z A voiced spirant similar to its English correspondent. It occurs both as a syllable initial and as a syllable final in Navajo. E.g. bizaad, his language; bizóóz, its stinger.

11. zh A voiced spirant comparable to the s of English pleasure. It may be both syllable initial and final in Navajo. E.g. 'azhi', name; 'oolzhiizh, he danced.

12. s An unvoiced spirant comparable to its English correspondent. It occurs both as a syllable initial and as a final in Navajo. E.g. sis, belt; 'as' as, for a long time.

13. sh An unvoiced spirant similar to its English correspondent It occurs both as a syllable initial and in syllable final position in Navajo. E.g. shash, bear; yishdlo, I am laughing.

14. gh A voiced velar spirant produced by raising the back portion of the tongue toward the velum to constrict the passage of air. It does not occur in English, and occurs only in syllable initial position in Navajo. E.g. hooghan, hogan; bighaa', its wool. (gh is labialized before o, as in bighwoo', his teeth; and palatalized before e, i, as in bighyé, his son; bighyi', inside of it).

15. ghw Occurs as a syllable initial in Navajo, as in 'aghwéé', baby; ghwaa', beeweed. In such occurrences, gh is attenuated in contrast with the labial and can be described as a w begun with a spirantal attack.

16. x The unvoiced velar spirant corresponding to voiced gh. It occurs only in syllable initial position, and in some positions it is attenuated to h. (Some speakers frequently substitute h for x, also.) It is somewhat like the ch of German ich, except that the Navajo sound is made farther back, in the velar area. E.g. exai, winter; xáíísh, who?; xaxashgéé'd or hahashgéé'd, I am digging a hole.

17. xw A labialized variant of x, also occuring as hw. E.g. xwiih or hwiih, satiation; xwee or hwee, with him.

18. h A sound produced by constriction of the glottis, but without closure. Something like h of English high, but more aspirate. Occurs only in syllable final position. E.g. sahdii, solitary; t'ah, still, yet; yah, into. This glottal spirant should not be confused with x or its attenuated form, written h. The latter occur only as syllable initials.

19. dl A combination of d and l, analogous to the gl of English. It occurs only in syllable initial position in Navajo. E.g. dlo, laughter; dleesh, white clay.

20. tł A combination of t and ł, occurring only in syllable initial position in Navajo. E.g. tłah, ointment; ditłéé, it is wet.

21. tł' A sound produced by stopping the flow of air by placing the tongue in a tł-position with simultaneous closure of the glottis followed by release, first of the tongue and subsequently of the glottal closure. It occurs only in syllable initial position. E.g. tł'éé', night; tł'oh, grass.

22. dz An unaspirated alveolar affricate composed of d and z, somewhat like its English correspondent adze, except that the initial element of the Navajo offricate is a variant of the unvoiced Navajo d. It sounds more or less like the combination of English consonants in hats. It occurs only as a syllable initial in Navajo. E.g. dzil, mountain; 'asdzání, woman.

23. ts An aspirated alveolar affricate, occurring only as a syllable initial in Navajo. It sounds something like ts of its in English, except that the Navajo phoneme is more heavily aspirated. E.g. tsin, tree; tsoh, big; 'atsǫ', meat.

24. ts' The glottalized variant of ts. (See description of t', k'). It occurs as a syllable initial in Navajo. E.g. ts'in, bone; bits'a', its pod.

25. j(=dzh)A blade-alveolar affricate, comparable to English j, but composed of a variant of Navajo d plus zh. It occurs only in syllable initial position. E.g. jǫ', day; bijaa', his ear.

26.ch(=tsh)A blade-alveolar aspirated affricate, comparable to English ch. It occurs only as a syllable initial in Navajo. E.g. chin, dirt; dichin, hunger.

27. ch' The glottalized variant of ch. (See t'l' for description of manner of production.) It occurs only in syllable initial position in Navajo. E.g. ch'as, hat; níłch'ih, breeze.

28. l A voiced, alveolar lateral comparable to its English correspondent. It occurs both in syllable initial and in final position. E.g. laanaa, would that; bíla', his hand; siil, steam.

29. ł An unvoiced correspondent of l. It occurs both as a syllable initial and as a final. E.g. łid, smoke; 'ałkéé', behind each other; dił, blood.

30. m A labial, nasal continuant, comparable to English m, but occurring only as a syllable initial in Navajo. E.g. ma'ii, coyote; shimá, my mother.

31. n An alveolar nasal continuant, comparable to English n. It occurs as a syllable initial and as a final. E.g. noo', storage pit; binaá', his eyes; sin, song. n also functions syllabically, as in ndi, but (for nidi); ńlí, you are (for nilí).

32. y A semivowel, but pronounced with greater friction than in English. It occurs only as a syllable initial in Navajo. E.g. yishdlo, I am laughing; yistin, it froze.

THE VOWELS OF NAVAJO

1.	Low-central unrounded	a	aa	ą	ąą
2.	Mid-front unrounded	e	ee	ę	ęę
3.	High-front unrounded	i	ii	į	ii̧
4.	Mid-back rounded	o	oo	ǫ	ǫǫ

1. a in father. Navajo bá, for him.
   aa long a. Navajo saad, word; language.
   ą nasoral ą. French dans. Navajo są́, old age.
   ąą long ą. Navajo naadąąą́, corn.

2. e in met. Navajo ké, foot; shoe; footwear.
   ee long e. Navajo bee, with it.
   ę nasoral e. Navajo doohęs, it will itch.
   ęę long ę. Navajo - dęęę́, from.

3. i in it. Navajo ni, you.
   ii long i (as in machine). Navajo biih, into it.
   į nasoral i. Navajo jį, day.
   ii̧ nasoral long ii. Navajo biih, deer.

4. o o in sole. Navajo to, water.
   oo long o. Navajo dooda, no
   ǫ nasoral o. French bon. Navajo sǫ', star.
   ǫǫ long nasoral ǫ. Navajo dlǫǫ́', prairie dog.

5. ai nearly as in I, eye. Navajo sáí, sand.
   aai aii long ai. Navajo ligaii, white one; bínaaí, his brother.

6. ei eii <u>ay</u> as in day. Navajo 'éí, 'eii, that; that one.

7. oi oii as ewy in dewt, Navajo deesdoi, it's hot; niildoii, I heated it.

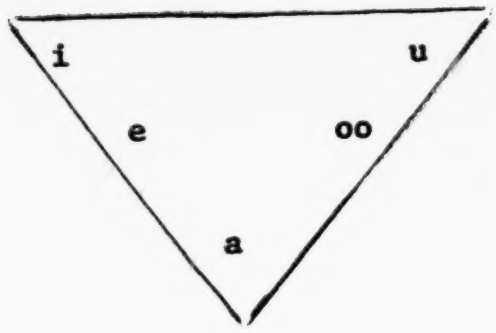
COMPARATIVE PHONOLOGY

Consonants -- Navajo-English
(Simplified)

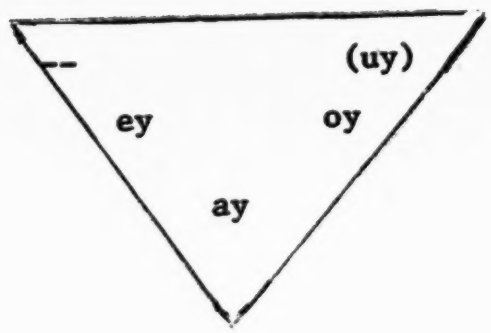
	LABIAL		DENTAL		ALVEOLO-PALATAL		PALATO VELAR		GLOTTAL	
	English	Navajo	English	Navajo	English	Navajo	English	Navajo	English	Navajo
1. STOPS a. Voiced	b	--			d	--	g	--		
b. Unvoiced Unaspirated		b			--	d	--	g		
Aspirated	p				t	tx	k,kw	k,kw		
Glottal					--	t	--	k		
2. AFFRICATED a. Voiced					j	--				
b. Unvoiced c. Unaspirated					--	dz,dl j				
Aspirated					ch	ts,tl ch				
Glottal					--	ts,tl ch				
3. SPIRANTS a. Voiced	v	--	dh	--	z,zh	z,zh	--	gh,ghw		
b. Unvoiced	f	--	th	--	s,sh	s,sh	--	x,xw	h	h
4. LATERALS a. Voiced					l	l				
b. Unvoiced					--	--				
5. NASALS	m	m			n	n	ng	--		
6. INVERTED				r	--					
7. SEMI-VOWELS	w	(ghw)					y	y		

* From: THE NAVAJO LANGUAGE by Robert W. Young.

SPANISH



The five occur as simple nuclei, and also in combination with following /y/ or /w/. The complex nuclei so constituted are:



ENGLISH - VOWELS

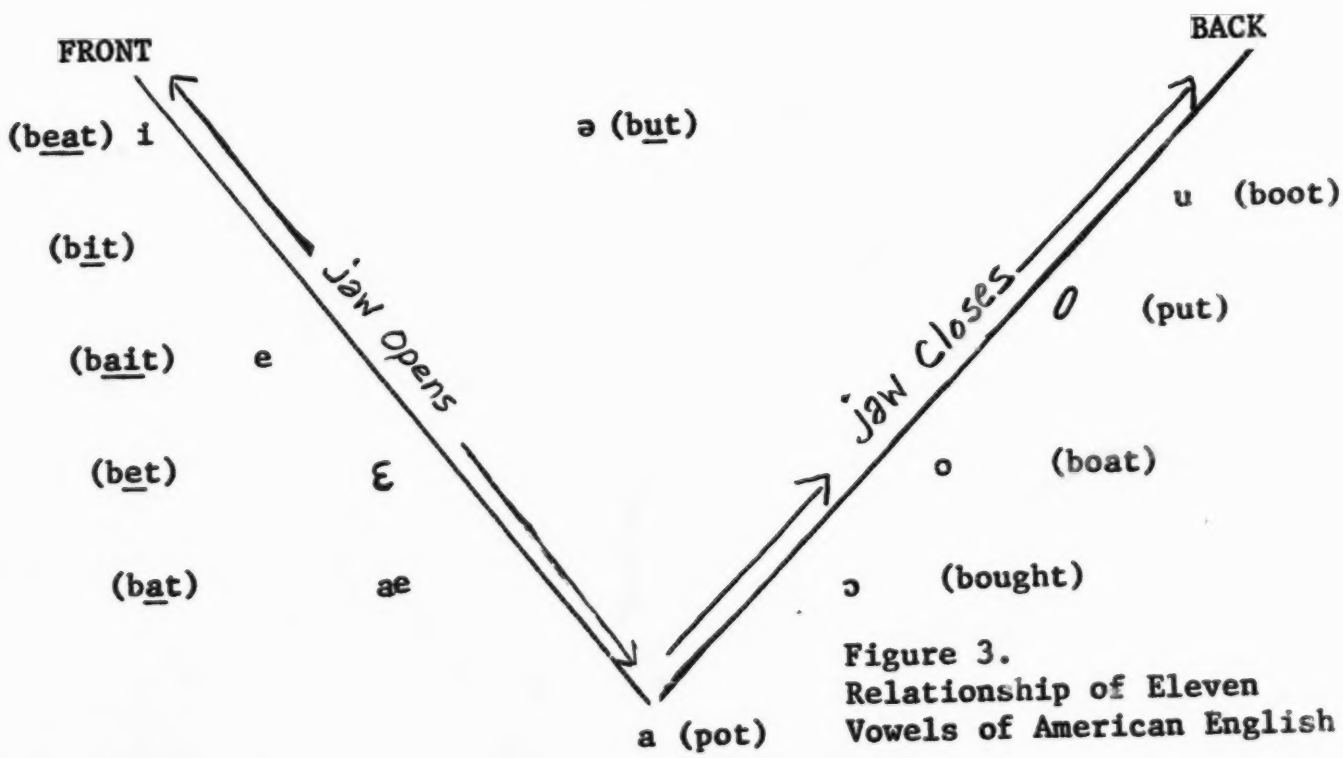


Figure 3.
Relationship of Eleven
Vowels of American English

	LABIAL		DENTAL		INTER-DENTAL		ALVEOLAR		ALVEOLO-POLATAL		POLATAL		VELAR		GLOTTAL	
	ENG.	SP.	ENG.	SP.	ENG.	SP.	ENG.	SP.	ENG.	SP.	ENG.	SP.	ENG.	SP.	ENG.	SP.
1. Stops																
a. Voiced	B								D				G			
b. Unvoiced														K		
Unaspirated				T												
Aspirated	P	P							T				K KW			
Glottal																
2. Affricates																
a. Voiced					DH		DZ		J							
b. Unvoiced					TH		TS									
c. Aspirated									CH							
d. Unaspirated																
3. Spirants																
a. Voiced	V	B		D			Z		ZH			CH		G		
b. Unvoiced	F	F		S		S	S		SH					H	H	
4. Laterals																
a. Voiced				L			L					LY				
b. Unvoiced																
5. Nasals	M	M		N			N					NY	NG			
6. Retroflex				R			R									
7. Semivowels	W											Y	Y	W		
8. Continuants																
a. Voiced																
b. Unvoiced																

CLASSROOM ENVIRONMENT

Display your room in a pleasing manner. Put up all charts: health, calendar, season chart, weather chart, and the day chart.

Check the "interest centers" and change them often.

Display nursery rhymes and other story cut-outs that will interest the little folk. Most of these are teacher made or may be purchased at the dime store.

Display pictures and especially pictures fitting to the unit of work you are working in. Change these pictures often.

One bulletin board may be used to recognize special days such as:
- Columbus Day
- Halloween Day
- Thanksgiving
- Christmas
- Lincoln's Birthday
- Valentines Day
- Washington's Birthday
- St. Patricks Day
- Easter
- Mother's Day

SUGGESTED INTEREST CENTERS

Limit the number of centers at the beginning of the year and add more as the year progresses or as the seasons require. Change them often and withdraw them when they are no longer purposeful.

Dress-up Center
- Old purses
- Old men's and women's hats
- Old fancy clothes
- Old aprons

Library Center
- A place where children can look through books

Doll House Center
- A place where children can play make believe home life.

Play Center
- A place where the children can get out the blocks, trucks, puzzles, and games to play with.

Creative or Art Center
- A place where the children can get into the large box containing scrap paper and create what ever he wishes. Easels, paints, paper, clay, paste, crayons and scissors should be kept near this place.

Science Center
- A place where various projects are set up. This center should be changed every two weeks, depending upon what is being investigated.

SUGGESTED INTEREST CENTERS CONT.

Social Studies Center

A place where the social studies projects are displayed. These will be changed often because the unit of work varies.

Listening Center

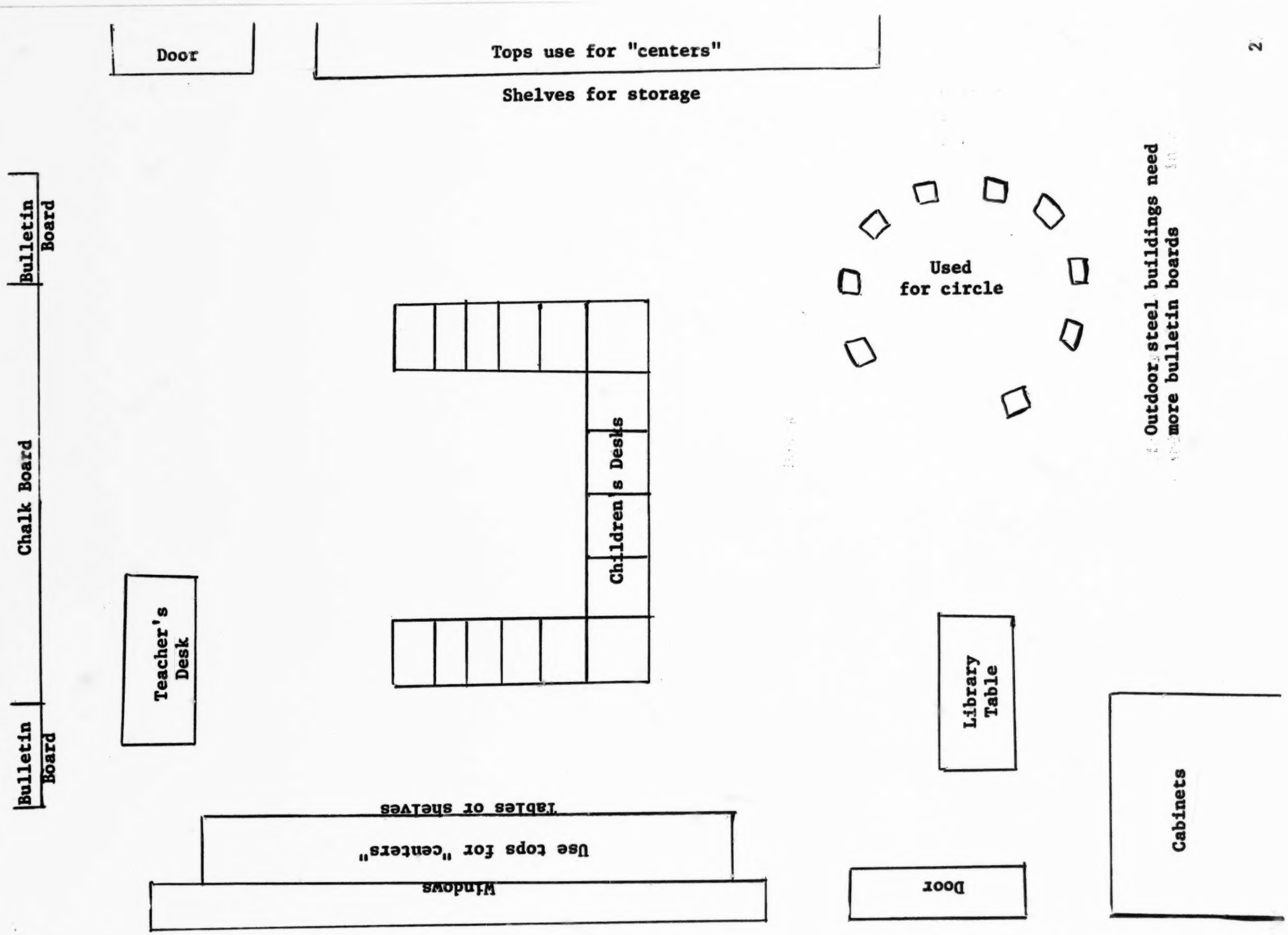
A place where the phonograph and records are located and where the children may listen to them at their leisure.

Health Center

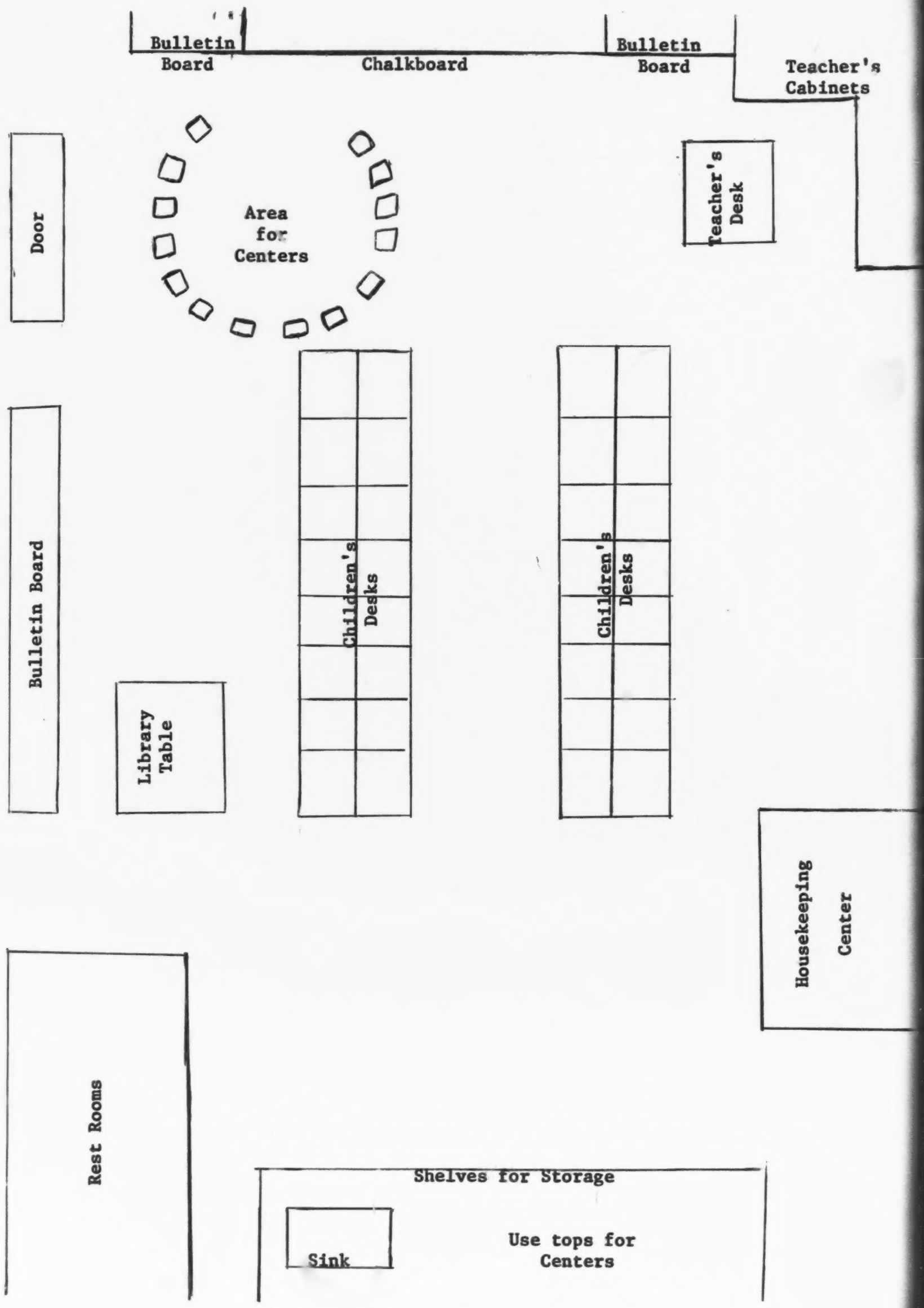
A place where the children have access to books on good health and teacher-made scrap-books on good health habits. They are also surrounded with health charts. This may be the place where the teacher helps treat sores and stresses regular hair washing.

Mathematics Center

A place where the abacus, flannel board, cut-outs, counting board, and number line are located. This center should be set to fit the needs of the children. In some areas the children are ready for this and in other areas, the children need more language development therefore they should not be taught numbers extentively.



Outdoor steel buildings need more bulletin boards


Bulletin Board
Chalkboard
Bulletin Board
Teacher's Cabinets
Door
Area for Centers
Teacher's Desk
Bulletin Board
Library Table
Children's Desks
Children's Desks
Housekeeping Center
Rest Rooms
Shelves for Storage
Sink
Use tops for Centers

EDUCATIONAL TRIPS FOR THE KINDERGARTEN

Field trips are organized visits taken by the class and teacher to further the educational purposes of the regular school curriculum. These trips provide first hand experiences.

PROCEDURE:

1. Don't merely visit a place of interest without clearly establishing the purposes of the trip.

2. Obtain administrative and parental permission.

3. Make necessary, preliminary arrangements: the place of the visit, including time of arrival, where to go, who will guide them. Availability of the toliet facilities, adults who will assist with the group, and the route that will be followed.

4. Prior to the trip, set up standard of conduct to ensure safety. Be sure the children understand them.

5. Don't try to see too much. Many a child has returned from a field trip confused because he has been whisked from place to place.

6. Before leaving for the trip take roll call and take it again when its time to return.

7. Keep a record of the experience-you may want to go back next year.

8. Follow-up activities: Write Thank-you notes. Evaluate and discuss the trip. Checking on the results of the trip and building on the children's experience should be part of the plan.

SUGGESTED EDUCATIONAL TRIPS

The School
- Cafeteria
- Nurses' Office
- Principal's Office
- Janitor's Office
- School yard and playgrounds

The Neighborhood
- Street crossways
- Highway crossways
- Trading Post
- Gasoline Station
- Local Post Office
- Local Fire Station

Town
- Post Office
- Bakery
- Fire Station
- Airport
- Supermarket
- R. R. Depot
- Library
- Department Store

Out of town
- Albuquerque Zoo

PART II

CURRICULUM AREAS

A. Language Development

B. Social Studies

C. Numbers

D. Number Concepts

E. Physical Education

F. Health

G. Science

H. Music

I. Art

LANGUAGE ARTS

Mastering the English language is vital to the success of a child's education. Since English is the language of the school it becomes the basis for learning everything else. Therefore, to be able to use it well, we are going to have to master it.

Kindergarten should be the beginning of this development and mastery of the English language. For some little folk it is a complete new adventure and for others it is an enrichment to what has been previously learned. The English-speaking child has had five years of practicing and playing with the English language. The non-English speaker must try to squeeze six years into one or two years.

The language program must be well-planned but varied to insure continual interest and enjoyment along with satisfactory achievement. Its objectives should include the communication arts (listening, speaking, reading-readiness, and writing) with major emphasis on oral language development.

Research now shows that the younger a child is, the more receptive he is to learning a new language, provided it is taught through the oral-aural method. Therefore, the largest deficiency - a lack of English language ability and experiences - with which most of the children in this district begin school can be greatly corrected at the five year old level.

TOTAL OBJECTIVE:

To develop all the skills in the communication arts: listening, speaking, reading-readiness, and writing. In the acquisition of these skills, we shall place the emphasis on oral language development.

Listening

1. To gain an understanding of what to look for and listen for in directed experiences.

2. To develop a sensitivity to the differences in sounds , tone, and volume of voices.

3. To develop a sensitivity to differences in intonation: pitch, final juncture, sentence stress.

4. To learn to listen to and carry out simple directions and explanations.

5. To improve listening habits by providing directed listening activities.

6. Learn to watch the speaker.

7. Learn to listen as though the speaker is speaking directly to him.

8. Learn to sit quietly for short periods and as the year passes, to sit quietly for longer periods of time to improve the listening habits.

9. Learn to wait to comment or to question.

10. Learn to give others a chance to speak and interrupt less frequently.

11. Learn to listen to develop memory.

Speaking

1. To learn to speak English naturally by developing English rhythm, intonation, junction, and stress.

2. To develop the ability to speak English in a controlled situation as well as in free comunication.

3. To develop correct word order in speaking.

4. To expand concepts that are meaningful.

5. To develop the ability to use fairly complete sentences when speaking and answering.

6. To learn to relate experiences.

7. To develop the skill of sequencing.

8. To use dramatic play and creative dramatics to interpret experiences.

9. To participate as a group in reciting rhymes, poems, and finger-plays.

10. To learn to use some of the amenities such as excuse me, please, thank-you.

11. Use Language Kits, if available. Ginn

Note: To achieve the above objectives use A Manual of Sentence Patterns For Teaching English As A Second Language, Book I

Reading Readiness

1. To observe and identify shape, color, and texture in specific objects. (visual discrimination)

2. To begin to classify people, animals and objects that have similar but not identical qualities.

3. To develop the skill of sequencing.

4. To recognize your own name.

5. To recognize the letters of the alphabet.

6. To recognize reading as talk written down.

7. To develop an appreciation of reading.

8. To develop an appreciation of books as reading materials.

9. To develop in a child the concept that reading is done from the left to the right.

10. To learn to use books and to care for them.

11. To recognize the library as a source of reading materials.

12. To be able to produce the initial consonants in context and to recognize them visually and through hearing.

13. To be able to recognize and identify rhyming words by hearing them.

14. Suggested Readiness Programs.
    a. Fun with Tom & Betty and games to play--Ginn Company
    b. Pictures and Patterns---Follett Publishing Company Beginning, Intermediate, Advanced.

Writing

1. To be able to print your name, if the children are ready.

2. To be able to write the numerals 1 - 10, if the children are ready.

3. To become aware that words can be written down.

4. Suggested Writing Materials.
    a. My ABC Book. Ginn Company

LISTENING:

1. Listen to follow directions:
   a. Play games that involve directions - one or two step directions.
      E.g. Play "Follow the Leader"
      E.g. Play "Do This" - First we will raise our arms high, then we will run around the room in a circle.

      - First we stand up tall, then we will jump around the room. etc.

   b. Finger plays develop direction:
      E.g. "Ten Little Indians" Present the verse and movements in its entirety, then let the children try to do it.
      Repeat the fingerplay again.
      Finger puppets add to the fingerplays.

   c. Directions for classroom activities:

      1. Painting - Learn to find the paint brushes when they are needed.
         - Learn to clean the brushes when painting is done.
         - Learn where the rags are kept so that if there is an accident, the children will be able to clean up.

      2. Singing - Learn to sit quietly.
         - Learn to follow the singing leader.
         - Learn to listen to the piano and sing with it.
         - Learn to participate if there are motions to follow.

      3. Language - Learn to sit quietly.
         - Learn to listen to the teacher and imitate her. The teacher should be a good model.

      4. Bus Behavior
         - Board the bus without pushing and shoving.
         - Find a seat and stay seated while the bus is moving.
         - Don't yell and shout.
         - Be courteous at all times.

5. Programs - Learn to listen to the teacher.
   - Learn to be quiet.
   - Learn to speak up. etc.

6. Taking information home.
   - Be sure that mother or father receives the information.
   - If there is an answer to bring back to school, do so.

7. Bathroom procedure.
   - Many children in this district have had no experience using an in-door rest-room and therefore they need training in its use.

8. Caring for and putting wraps away.
   - Take off your coat.
   - Put your scarf in your sleeve.
   - Hang your coat on the coat hook.

2. Listen to Records:

   a. Activity records - Listen to recognize the following rhythms: jumping, hopping, running, skipping, walking, and skating.
      - Choose a child to be "It". Then tell the other children to close their eyes while "It" runs or skips or jumps. Ask the children to guess what "It" is doing.
        Children: He is skipping. etc.
        When "It" sits down say, What did he do?
        Children: He skipped.

   b. Listen to records of animals sounds.
      - Learn to recognize the sounds as the record is played.
      - As the record is played join in making the sounds.
      - Have a set of animal pictures and let each child go up and pick a picture and say,
        E.g. This is a duck.
        He says, "Quack, quack".

        This is a cow.
        He says, "Moo, moo".

      - Let one child make an animal sound and another child find the animal in the set of animal pictures.

3. Listen and watch films, filmstrips, and T.V. programs.

a.- Talk about what has been seen. In some cases review the films to establish the ideas and concepts of the film.
- What did we see?
- What did we learn from the film?
- What did you like best?
- What didn't you like?

4. Listen while others are speaking. (group discussions)
- Learn not to interupt.

5. Listen for the initial sounds of words and names.

a. The teacher may call several children whose names begin with the same initial sound; Mary, Mark, Martha. These children will stand up. Then ask each child to identify himself. Ask the class to pronounce each child's name as you point to them. Question the children to see if they know why these children were asked to stand up. Supply the answer, if the children are unable to answer. After the teacher has done several examples and the children understand what is being done, let the children select the names that begin with the same initial consonants.

b. Name some words such as ball, bat, mop, book. Let the children clap their hands when they hear the word that doesn't begin with the "b" consonant.

c. Name one word such as mop and ask the children to name more words that begin like mop.

6. Listen for words that rhyme.

a. Read poems and find the words that rhyme.

c. Have sets of pictures that rhyme such as moon, spoon, hat, cat, man, fan, etc. Set a group of rhyming pictures and one that doesn't rhyme on the chalk board ledge. Let the children, at a time, name the pictures and pick out the one that doesn't rhyme.

d. Make up your own series of rhyming words.

e. Name one word such as tall and ask the children to name more words that rhyme with tall.

d. Give a series of words such as fan, man, take. can, and let the children pick out the words that rhyme or name the word that doesn't rhyme.

7. Listen to poems, fingerplays, and short stories that have amusing words, sound sequences and refrains. These are fun to experiment with.

   a. Sound sequences:
      pitter-patter
      squishy-squashy
      hickory-dickory
      jiggety-jig
      higgely-piggedy

   b. Amusing words:
      By the hair on my chinny, chin chin.
      High diddle, the cat and the fiddle.
      And he huffed and he puffed and he blew the house down.

   c. Refrain:
      Purr, purr, purr,
      Meow, meow, meow
      Arf, arf, arf,

8. Listen to voice sounds that express various forms of emotion.

   a. Re-tell the story of the Three Billy Goats.
      Talk in the tone of the Trool and the Three Billy Goats.
      Let the children dramatize the story and encourage them to use variation of voice tones.

   b. Make various statements and ask the children how these statements ought to be said.
      E.g. You have a pretty dress.
      Look! The bus is coming!
      Oh, it's snowing!
      Oh, what a beautiful day.
      Good morning, Mary.
      Good-bye, Howard.
      Today is John's birthday.

   c. Display pictures that portray emotion. Talk about them and let the children give statements that might show the feeling portrayed.

9. Listen for differences in tempo and stress in speaking. Different poems, statements, fingerplays, stories, and nursery rhymes are said in a slow, medium or rapid rate. The teacher will set the model.

   a. Slow: Elephants

      Left foot, right foot,
      Here we to
      I am big and gray and slow.

   b. Medium: Jack and Jill

   c. Fast: Jack Be Nimble

10. Listen to tape recordings of the class. Tape TESL lessons, poems, and nursery rhymes the children have learned. Re-play them and point out how sentence stress and tempo might be improved.

11. Listen to all kinds of sounds and learn to identify them and describe them. (pleasant, unpleasant, loud, soft, quiet, noisy, sweet, roaring, rumbling, crashing, whirring, screeching, sizzling, boiling, crackling, popping, bubbling, gnashing, tearing, and whining.

    1. Loud pipes on a car.
    2. Tinkle of little bells.
    3. Large bells ringing.
    4. Horns blowing continually.
    5. Tapping of the feet.
    6. Good morning, Mary!
    7. Good-bye, John.
    8. Loud playing on the piano.
    9. Soft playing on the piano.
    10. Noises that heavy equipment make.
    11. Pop corn popping.
    12. Meat cooking over the coals.
    13. Fried bread frying in hot grease.
    14. Mother mixing cake.
    15. Rain coming down.
    16. Wind blowing. (Winter winds, March winds, July winds)
    17. Thunder.
    18. A siren.
    19. Children marching.
    20. Children running.
    21. Children jumping.
    22. Children skipping.
    23. Empty cans tumbling down.
    24. Hammers pounding.
    25. Sounds various form of transportation make.
    26. Sounds musical instruments make.
    27. Sounds in the classroom:
        - play dishes falling down
        - blocks falling down
        - furniture moving
        - slamming the door
        - closing the door quietly
        - heaters going on
        - scraping of the chairs
    28. Sounds people make:
        - shouting
        - yelling
        - whispering
        - singing
        - talking naturally
        - crying
        - whining
    29. Piano playing. (notice the differences in pitch - high, low)
    30. Alarm clock buzzing.
    31. School bells ringing.
    32. Records playing.

SPEAKING:

1. Practice the sentence patterns in A Manual of Sentence Patterns For Teaching English As A Second Language Book 1.

2. "Show and Tell" time.
   - Recognize birthdays.
   - Review individual birth dates.
   - Talk about family events.
   - Talk about experiences to and from school.
   - Talk about weekend experiences.
   - Talk about unexpected happenings.
   - Talk about current events.

3. Observe and discuss the weather.
   - Notice cloudy, windy, rainy and sunny days.
   - Compare yesterday's weather report with todays.
   - Change the weather report of the weather changes through the day.
   - Provide a life-size paper doll with a complete wardrobe so that the children may outfit it to suit the weather of the day. (Reprint from Handbook for Language Arts by the permission of the Board of Education of the City of New York.
   - Read and learn poetry and stories about the weather.
   - Listen to the sounds weather makes.
   - Notice and talk about the signs of the seasons.
     - autumn leaves
     - cold winds blowing
     - the first snow
     - leaves budding
     - rain falling
     - flowers blooming
     - butterflies and bees flying around
     - seasonal displays in the stores
     - changes in clothing

4. Observe, discuss and learn the physical features of the classroom.
   - The centers.
   - The chalkboard.
   - The bulletin boards. Keep them exciting.
   - The teacher's desk: this is a center of interest but also a place that the children should learn to respect.
   - The furnishings in the room:
     - chairs
     - tables
     - bookcases
     - playhouse furniture
     - large framed pictures
     - shelves
     - restrooms
     - sink and drinking fountain

* In many cases the teacher will have to supply the answers and statements.

5. Select pictures from your picture file to show to the children. Help them develop short stories about the pictures. Notice the main ideas and relating details. Pertinent questioning helps develop main ideas and details.

   E.g. What is happening in this picture?
   Why are they doing that?
   Who can tell a story about this picture?
   What is a good name for this story? (title)

   What are they doing in this picture?
   Who is running?
   Who is acting silly?

   Why are they doing this?
   Would you do this if you were the boy?

   How are they going to get the job finished?
   Are they working fast? etc.

6. Through questioning note main ideas and related detail in stories, poems, and other talking experiences.

7. Discuss Field trips:
   - Prepare the children for trips.
   - Talk about them upon return.
   - Develop units of work to re-enforce the experiences.
   - Write little stories about the trip: the teacher writes what the children say about the trip.
   - Read books, learn poems and fingerplays related to the trip.

8. Encourage and organize group discussions.
   - Planning daily activities.
   - Talking about classroom behavior.
   - Talking about classroom problems and their solutions.
   - Talking about the care of materials and equipment.
   - Talking about picnics or sack lunch experiences.
   - Talk about experiences in a town or city.
     - bakery
     - toy store
     - 5¢ and 10¢ store
     - car wash station
     - filling station
     - laundromat
     - drive-in resturant
     - hospital
     - depot (train or bus)
     - airport
     - crossing street
     - trailer camp
     - department store
     - shoe store
     - pet store
     - supermarket
     - book store
     - library

9. Learn many poems and rhymes and fingerplays.
   - Say them individually
   - Say them in unison
   - Dramatize them
   - Respond rhythmically to them: swaying, clapping, tapping.
   - Illustrate them
   - Make stick or paper plate puppets
   - Create rhymes and poems

10. Dramatization: It provides many opportunities for the children to relive experiences in an imaginative and creative way. The children also learn to share ideas, organize projects, and make home-made props.

    a. Dramatize excursions.
    b. Dramatize giving a dog a bath.
    c. Dramatize the role mother plays.
    d. Dramatize the role father plays.
    e. Dramatize roping horses. (feeding)
    f. Dramatize herding sheep. (feeding)
    g. Dramatize making fried bread.
    h. Dramatize making bread in outdoor ovens.
    i. Dramatize introducing visitors.
    j. Dramatize asking for drinks and the use of the restroom.
    k. Dramatize stories: Three Bears
       Three Billy Goats
       Three Pigs
       Little Red Hen
       Chicken Licken
       Little Red Riding Hood
       Little Brown Indian and many other favorites.
       - Tell the story several times: tell it with much feeling and over emphasize intonation to help the children become aware of expression.
       - Discuss the characters to understand how to act and talk like them.
       - Review sequence of events.
       - Talk about simple props that add to dramatization.

11. Talking Games?

"Identify Yourself"

Arrange the children in a circle. Seat one child in the center with a small drum. He beats the drum and says, "Where is Howard?" Howard stands up and says, "Here I am. I am Howard." Then let Howard do the drumming and questioning. The game continues.

Drumming develops the child's ability to recognize the syllables in words. Alternate the beating of the drum with clapping and tapping the hands.

"Circle Ball Hello"

Seat all the children in a circle on the floor. The teacher sits in the middle. As the teacher rolls the ball toward a child she says, "Hello, my name is_____. What is your name?" The child who receives the ball says, "Hello, my name is_____." Continue the game until every one has had a turn.

"Mystery Bag"

Fill a large bag or purse with many objects of different textures; pine cones, rocks, cotton, sticks, feathers, balls, leaves, sandpaper, paper, tissue, and etc. Hold the bag up and say, "I have many things in this bag. Reach in and take something out. Feel it and tell us what it is and how it feels." Continue the game until everyone has had a turn.

"What Is It?"

Make a set of flash card that have large pictures of animals, furniture, farm animals, household appliances, and etc. Flash these before the children and ask, "What is this?" They should say, "That is a _____." etc.

"Balloons For Sale"*

Cut our large flannel discs of blue, yellow, orange, green, red, black, purple, and brown. Attach strings to them and place them on the flannel board. Select one child to be the seller and who say, "Who wants to buy a balloon?" Another say, "I do, I want a green one." Game continues.

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READING READINESS:

1. Develop concepts of likenesses and differneces.

   a. Provide experiences with picture-matching devices: Match these pictures according to size and shape.

   b. Make a set of geometric shapes and forms that ate of various colors and sizes. Let the children play with them and match them according to size and shape.

   c. Make sets of charts with pictures that are alike and some that are different. Let the children pick out those that are alike or those that are different.

   d. Have many sets of flash cards with pictures that are alike and one that is slightly different. E.g. Have pictures of red balls and one that is red but has a green band around it. Encourage the child- to look for the different picture.

   e. Talk about likenesses and differences using specific descriptive terms: shorter, taller, smaller, larger, rougher, smoother, big, bigger, round, rounder, straight, straighter, soft, softer, circle, square, rectangle, diamond, etc.

2. Learn to identify right and left.

   a. Sing and act out "Looby Loo."
   b. Through learning many fingerplays: "Hold up your right hand first, then your left hand," when the fingerplays are done.

   c. Read picture books with sight words. Sweep your hand under the words as they are read and note that we read from left to right.

3. Learn to determine sequence.

   a. Question the children: What happened first?
      What happened next?
      What happened last?

   b. Draw scenes to illustrate sequential order. Mix up the scenes and let the children put them in order.

   c. Dramatize the story. What happens first?
      what happens next?
      What happens last?

   d. Use the flannel board and flannel cut-outs.

   e. Use puppets when a story is told and to develop sequential order.

f. Use fimstrips that tell a story. After the filmstrip has been seen talk about it to see if the children can remember the order of the story. Review the filmstrip to varify the sequence.

g. Use the "Show and Tell" equipment to develop sequence.

h. Make home made television shows of the favorite stories.

4. Determine beginning sounds and rhyming words: Activities concerning this are in the Listening section of the Language Arts.

5. Read many stories, poems, nursery rhymes, and fingerplays.

a. These provide opportunities for the children to enjoy and share experiences.

b. They acquaint the children with his environment and increases his information.

c. Looking at many books trains the children to handle them carefully, to turn the pages by the corner, to recognize talk written down, and to look at books from the front to the back.

d. Make-up your own stories. (Experience charts)

e. Choose stories about:
Homelife
Animals
Nature: plants, weather, rocks, etc.
Community Helpers
Children's play
Transportation
Simple fold and fairy tales
Simple informational books

WRITING:

1. Recognize that talk can be written down and read.

   a. After the children have finished drawing or painting pictures, the teacher can write down what the children say about their pictures. When the teacher reads what has been written, sweep your hand from left to right under the lines of writing.

   b. Make and observe labels for the bulletin boards, the areas where the supplies are kept, and on other special projects.

   c. Observe and read sight words in picture books.

2. Learn to recognize your own name and if the teacher feels that the childrne are ready to write their names begin this the second semester.

   a. Paper boy and girl cut outs with the names of all the children may be placed where the children can observe them.

   b. The teacher or the aid who labels the finished work of the children, should write the names correctly and neatly so that the children can learn to recognize the correct way to write their names.

   c. Practicing to write names:
      - The teacher may begin this experience using the chalkboard and chalk. Line the board and point out that writing is done on the lines and in the spaces. Write a name on the board and let the children trace over it. Show the children how to hold the chalk. (Between the thumb and first and second fingers) Form the letters correctly.

      - Use clay to experiment with letter formation.

      *- Cut large alphabet letters from sandpaper and let the children play with them to learn their names and get the feel of the individual letters.

      - Cut circles and sticks out of flannel and let the children form the letters on the flannel board.

      - Show pictures in alphabet books. Read them and sing songs about them.

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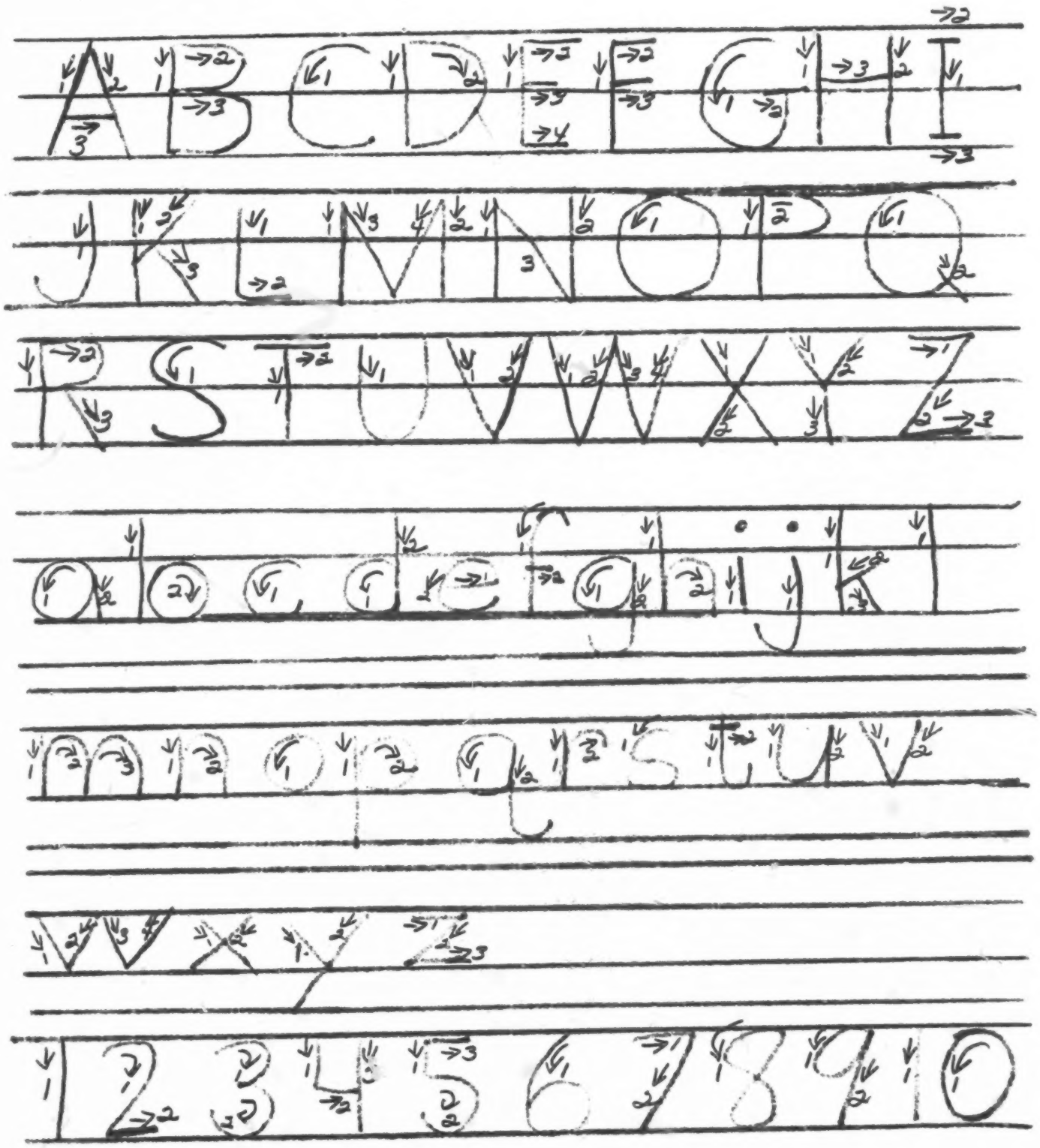
Manuscript writing is composed of a series of circles or parts of circles and sticks or straight lines. Children may be taught to make circles and straight lines first and ther to form individual letters. Below is a chart of the manuscript alphabet and the numbers. Notice the order in chich the individual strokes should be made.



Adapt favorite stories and nursery rhymes.

LITTLE BROWN INDIAN
Adapted from Little Black Sambo
By Doris Aitson

Once there was little brown Indian whose name was Askee Yazzie. His father's name was Hosteen Tso and his mother's name was Bah.

As he was walking he met a big, brown bear who said "Askee Yazzie, I'm going to eat you up!" Askee Yazzie was so frightened and he said, "Oh please, Mister Bear, don't eat me up and I'll give you my new red shirt." He took off his red shirt and gave it to the bear. The big brown bear put it on and began to walk around very proudly and said, "I'm the grandest bear in the woods."

Askee Yazzie walked on when he met a second bear who said, "Askee Yazzie, I'm going to eat you up!" Askee Yazzie was so frightened and he said, "Oh Please, Mister bear, don't eat me up and I'll give you my new levis." The big brown bear took the levis and put them on and began to walk around proudly and said, "I'm the grandest bear in the woods."

Askee Yazzie walked on when he met a third bear who said, "Askee Yazzie, I'm going to eat you up!" Askee Yazzie was so frightened and he said, "Oh please, Mister bear, don't eat me up and I'll give you my new tennis shoes." "Oh, Askee Yazzie, I don't want those tennis shoes because I have four paws and you don't have enough shoes for me!" Now Askee Yazzie was very scared but he thought quickly and said, "Mister Bear, you can wear them on your ears." "That's a good idea, Askee Yazzie," said the bear and took them and put them on his ears. He began to walk around very proudly and said, "I'm the grandest bear in the woods."

Poor Askee Yazzie! He felt so sad. He sat down and began to cry when he heard some terrible noises. Grr! grr! grr! "What's that?" said Askee Yazzie.

"Maybe there are more bears coming!" he said, as he quickly climbed up the tree nearest to him. When he was high in the tree he looked down and saw the bears. They were fighting. The first brown bear said, "I'm the grandest bear in the woods." "Oh no, you aren't, for I'm the grandest bear in the woods," said the second bear. "Oh no, you aren't, I am the grandest bear in the woods", said the third bear. Right then and there they took off the new clothes and grabbed each other's fur and began to run around in a circle. They ran and ran until they melted in rich brown honey.

Askee Yazzie climbed down the tree and put on his clothes. He ran home as fast as he could.

In the meantime Hosteen Tso was coming back from town when he smelled something good. He came to the place where the rich, brown honey was. He scooped it up and put it in a pan and hurried home.

When he got home he said, "Bah, look what I found on the way home." Bah looked into the pan and saw the honey. She said, "I will make some fried bread" and she did.

Hosteen Tso ate 5 pieces of fried bread with honey, Bah ate 4 peices of fried bread with honey, and Askee Yazzie ate 10 peices of fried bread with honey because he was so hungry!

FINGER FUN

Finger plays may be used at any time the teacher desires. Use them wisely. Use them skillfully. Never use them to the exclusion of classics in children's poetry and literature.

In presenting finger plays, the teacher should keep several things in mind:

1. Use much expression in voice, hands and face.
2. Pronounce words carefully, and do not use a finger play until it has been committed to memory and the motions are well in mind.
3. Teach only a few at a time. Learning comes by repetition.
4. Elaborate the finger plays to take in fuller body movements with the children standing or moving about. The plays may be set to music.
5. Let children do the motions individually.

Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over the candle-stick.

Let the forefinger on one hand be Jack. Let the forefinger on the other hand be the candle. As the children repeat the rhyme together each one makes Jack jump back and forth over the cnadle stick to the rhythm of the jingle.

See-Saw, Margery Daw

See-Saw, Margery Daw
Jenny shall have a new master;
She shall have but a penny a day
Because she can't work any faster.

Let both hands, closed with thumbs sticking up, represent two children on a see-saw. As the rhyme is repeated, the arms and hands go up and down alternately.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating of curds and whey;
Along came a spider, Who sat down beside her,
And frightened Miss Muffet away.

Let one hand closed with the thumb sticking up, be Little Miss Muffet on her tuffet. The other hand, with fingers spread out, may be the spider. The spider is head behind the back. The children repeat the rhyme together. Each brings his spider toward Little Miss Muffet with "Along came a spider", and hides Miss Muffet quickly behind his back with the line, "And frightened Miss Muffet away."

Rabbit

Can you make a rabbit
With two ears so very long
And let him Hop, Hop, Hop about
On legs so small and strong?
He nibbles, nibbles carrots
For his dinner every day.
As soon as he has had enough
He scampers far away.

Make a rabbit with first two fingers erect on right hand. Walk with arm. Nibble with thumb and forefinger. Place arm in back when he scampers away.

Birds

Two tall telegraph poles
Across them a wire is strung
Two little birds hopped on
And swung and swung and swung.

Improvise finger play actions.

Mother Hen and Chickens

Said the first little chicken with a queer little squirm,
"I wish I could find a nice fat worm."
Said the second little chicken with an odd little shrug,
"I wish I could find a nice fat bug."
Said the third little chicken with a sign of relief,
"I wish I could find a nice green leaf."
Said the fourth little chicken with a faint little moan,
"I wish I could find a nice gravel stone."
Said the fifth little chicken with a queer little squeel,
"I wish I could find some nice yellow meal."
"Now look here," said the mother hen from the green garden patch,
"If you want any breakfast, come here and scratch."

The fingers on the left hand may be the five little chickens. Indicate each one by pointing to it with the forefinger of the right hand as the verse is repeated.

Touch Exercise

I'll touch my hair, my lips, my eyes,
I'll sit up straight and then I'll rise;
I'll touch my eyes, my nose, my chin,
Then quietly sit down again.

Suit action to words.

Sand Castle

I shovel sand in a pile so big.
I pat it down, then dig, dig, dig
A tunnel to the other side.
I make some windows big and wide.
In the top I poke a stick.
That's the flag. Now that was quick.

Suit actions to words.

The Pedal Poem

My tricycle is a trusty friend;
I push and pedal without end
Sometimes fast and sometimes slow,
On my errand we can go,
For mother or a friend next door
I pedal to the grocery store.
Sometimes I pedal, just for fun,
Faster than a child can run.

Suit action to words.

The Milkman

I drive my truck along the street,
Then at a house I stop,
I take the bottles carefully
So not a one I drop.
Then rattle, rattle to the door-
I leave the milk, and then
With "empties" I go to my truck
And drive along again.

Suit action to words.

The Carpenter

The carpenter's hammer goes rap, rap, rap,
And his saw goes see, saw, see;
He planes and measures and hammers and saws
While he builds a house for me.

Suit action to words.

The Helpers

Two little eyes to see nice things to do,
Two little lips to smile the whole day through,
Two little ears to hear what others say,
Two little hands to put our toys away,
A tongue to speak sweet words each day,
A loving heart for work and play,
Two feet that errands gladly run,
Make happy days for every one.

Suit action to words.

Fireman

Ten brave firemen
Sleeping in a row.
Ding goes the bell
Down the pole they go
Jumping on the engine
Oh! Oh! Oh!
Putting the fire out
Sh! Sh! Sh!
Home so slow
Back to bed again
All in a row.

Clap for bell. Steer for Oh! Drive for home. Fold hands and tip head on them for bed.

My Book

This is my book; it will open wide
To show the pictures that are inside.
This is my ball, so big and round,
To toss in the air or roll on the ground.
Here's my umbrella to keep me dry,
When the raindrops fall from the cloudy sky.
This is my kitty; just hear her purr
When I'm gently stroking her soft, warm fur.

Suit action to words.

Turkey

There's a big fat turkey on Grandfather's farm,
Who thinks he's very gay.
He spreads his tail into a great big fan
and struts around all day
You should hear him gobble at the girls and boys
He thinks he's singing when he makes that noise.
He'll sing his song a different way on Thanksgiving day.

Use fist for body, and thumb for head. Spread fingers on other hand for tail. Wiggle tail while strutting Wiggle thumb for gobble. Make axe of tail hand and chop off head.

Down the Chimney

Down the chimney dear Santa Claus crept,
Into the room where three children slept.
He saw their stockings hung in a row,
He filled them with candy and goodies just so.
Although he counted them 1, 2, 3
The bab's stocking he could not see.
"Ho, Ho," said Santa Claus, "This won't do,"
So he popped her present right into her shoe.

Suit action to words.

Santa Claus

Santa Claus is big and fat
He wears black boots
And a bright red hat
His nose is red
Just like a rose,
And he "Ho, ho, ho's"
From his head to his toes.

Suit action to words.

Little Christmas Tree

I am a little Christmas tree,
I'm standing by the door,
And I'm so full of presents
I can't hold any more.
Here's a ball for Tommy,
A doll for Susan Lee,
Billy has some carpenter tools,
There's a sewing set for Marie.
I'm just a little Christmas tree,
Up here there is a star,
I have many good gifts too,
Like the Wise-Men from afar.

Improvise finger play actions.

Lazy Santa

All the little reindeer waiting by the sled.
Come on, Santa get out of bed.
We want to take the girls and boys,
All the Merry Christmas toys!

Have one child sleeping and the others saying the verse. Have a bag stuffed with paper to represent the bag of toys.

Candy Canes

Five candy canes hanging in a row,
Rudolph took a bite of one, then there were four.
Four candy canes hanging in a row.
Santa caught a mouse with one, then there were three.
Three candy canes hanging in a row,
The brownies hung one on the tree, then there were two.
Two candy canes hanging in a row,
Merry Christmas packed one in a sock, then there was one.
One candy cane hanging all alone,
I know that one's just for me, and now there are none.

Hang five candy canes in a row. Suit actions to the rest of the verse.

Santa's Family

Santa Claus has a family, did you know?
Santa is the father, jolly and stout,
Merry Christmas is the mother, I have no doubt.
Carol is their daughter, she sings so sweetly,
Noel is their son, he dresses packages neatly.
And Eve is their baby, she came just last night.
Five in their family; that makes it just right.

My Christmas Card

Today the mailman brought me a Christmas card all my very own.
My name was on the envelope and inside there was a card.
The prettiest card there ever could be.
There was a baby in a manger and shepherds and sheep,
There was Mary and Joseph, the baby was asleep.
Someone loves me very much to send a card like this to me.

Talk about a Christmas card that has the above things in it.

Toys

Toys are fun
If you have someone
To share them with.

Little Jack Horner

Little Jack Horner sat in the corner,
Eating a Christmas pie;
He put in his thumb, and pulled out a plum,
And said, "What a good boy am I."

Let one closed hand be the Christmas pie. Let the other be Jack Horner, Jack sticks his thumb in the pie, and pulls it out again with the line, "He put in his thumb and pulled out a plum."

Hickory, Dickory, Dock

Hickory, dickory, dock.
The mouse ran up the clock;
The clock struck one, and down he ran,
Hickory, dickory, dock.

Let the left arm raised over the head be the tall Grandfather Clock. Let the right hand be the mouse. The mouse runs up the clock as the jungle is repeated. Both hands are clapped together once over the head with "The clock struck one." Then the mouse runs down the clock.

Jack and Jill

Jack and Jill went up the hill
To get a pail of water
Jack fell down and broke his crown,
And Jill came tumbling after.

Let the two hands with thumbs sticking up be Jack and Jill. Move them up higher alternately as the first line is repeated. "With Jack fell down" let the right hand fall to the lap and with "Jill came tumbling after" let the left hand fall to the lap in small circular movements.

Hey Diddle Diddle

Hey Diddle Diddle
The cat and the fiddle.
The cow jumped over the moon
The little dog laughed
To see such sport
And the dish ran away with the spoon.

Play fiddle. Move arm in circle for cow jumping. Clap hands for dog laughing. Move both arms to the right to show running of spoon and dish.

A House

I think I'll build a little house
In which to keep my pocket mouse.
And when I've built the fence and gate
I'll buy my mouse a little playmate.
First the cellar hole I'll dig
Not too small, not too big,
I'll put all the boards in place
Hammer and nails, saw and plane
Last of all the roof will come,
And my mouse house will be done.

Touch finger tips to make house. Close left hand for pocket mouse. Open hands and place then together for fence and gate. Close right hand for playmate. Dig with both hands, then form small and large ball. Touch finger tips for house, mimic hammer and saw. Make roof with hands, fingers touching and pointed.

My Snowman

I made a little snowman
With hat and cane complete.
With shiny buttons on his coat
And shoes upon his feet.

Suit action to words.

My Eyes Can See

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can smell.
My teeth can bite.
My lids can flutter.
My hand can write.
My waist can bend.
My knees can too.
My head can nod.
My teeth can chew.

Suit action to words

The Bunny

Hoppety, hoppety, hop, hop, hop.
Here comes a little bunny.
One ear is down, one ear is up,
Oh, doesn't he look funny?

Suit actions to words.

Shoes

Brown shoes
White shoes
Polished just last night shoes
Old shoes
New shoes
Little Goody two shoes

Point to a child as each line is repeated. The teacher has the old shoes.

Here Are

Here are my ears, and here is my nose;
Here are my fingers and here are my toes;
Here my eyes, both open wide;
Here is my mouth with my tooth inside,
And my busy tongue, that helps me speak,
Here is my chin, and here are my cheeks,
Here are my hands that help my play,
And my feet that run about all day.

Touch each part of the person as names are mentioned.

Engine

Here is an engine
That runs on this track,
It whistles "toot-toot"
And then it runs back.

Use left arm for track and let the right hand be the engine. Run up and down the arm.

Pussy

Pussy's eyes are big and green
Meow! Pussy cat.
Lap your milk up nice and clean
Meow! Pussy cat.
Pussy cat has sharp, sharp claws
Curled away up in her paws
Curled away up in her paws
Stroke her fur and she will purr
Meow! Pussy cat.

Make cat's eyes with thumb and index finger. Shape dish with left palm. Lap milk with index finger of right hand. Stroke right hand with left.

Hands

My hands upon my head I place
On my shoulders,
On my face,
On my knees, and at my side,
Then behind me they will hide.
Then I raise them up so high
Swiftly let my fingers fly.
Quickly count 1, 2, 3,
And see how quiet they can be.

Suit action to the words.

Water

When I run and jump and play
I get thirsty every day.
So I run to the kitchen sink
Turn on the water and get a drink.
One glass, two glasses, three glasses, four.
And when I get thirsty I'll drink some more.

Turn hand as if turning a faucet. Drink from right hand shaped for glass.

Baby

This is the way the baby does
Clap, clap, clap.
This is the way the baby does
Peek-a-boo I see you.
This is the way the baby does
Creep, creep, creep.
This is the way the baby does
Sleep, sleep, sleep.

Clap hands with words. Spread fingers over eyes for peeking. Move fingers as if creeping. Lay head on hands to sleep.

Church

Here's the church
Here's the steeple.
Open the doors
And see the people.

Interlace the fingers of both hands, with finger down. Shape steeple with forefingers. Turn finger up for people.

Sled Riding

I button up good, and I pull on a glove,
I sit on my sled, and I give it a shove,
The snow stings my face and the wind whistles shrill,
As I'm on my sled, flying zip down the hill.

Left hand is the sled, right hand is you.

Airplane

The airplane has great big wings
And a propeller that goes around and sings,
Brrrrrrrrrrrrrr Brrrrrrrrrrrrrr,
It goes up, up, up, up,
And down, down, down, down down.

Suit actions to words.

Baby's Toys

Here's a ball for baby,
Big and soft and round,
Here is baby's hammer,
On, how he can pound.
Here is baby's music,
Clapping, clapping so.
Here are baby's soldiers,
Standing in a row.
Here's the baby's trumpet,
Toot toot-toot, toot-toot.
Here's the way the baby plays peek-a-boo
Here's a big umbrella,
To keep the baby dry.
And here's the baby's cradle,
To rock the baby bye.

Suit action to words.

Magic Box
Here's a box,
Well what's inside?
Put your little hand in,
And see what you can find.

Here's a ball,
So nice and round.
Bounce it once and catch it.
Then put it quickly down.

Here's a doll,
So pretty and sweet,
Rock her in your arms now,
And put her back to sleep.

Magic Box Cont.

Here's some clay,
It's red and gray.
Pat it flat and pound it
And you will have a tray.

Suit action to words.

Spring Has Come

"Wake-up" said the little raindrops,
"Wake-up," said the sunbeams, too.
"Spring has come," sang a bird;
Then the little flowere heard,
So they all woke up and grew.

Divide the children into four groups-raindrops, sunbeams, birds and flowers.

Caterpillar

Caterpillar, caterpillar
Brown and furry,
Winter has come
And you'd better hurry
Find a big leaf
Under which to creep.

Spin a cocoon
In which to sleep
Then when warm weather
Comes this way
You'll be a butterfly
And fly away.

Hold up one hand and wiggle thumb, flutter finger to denote wind.
Hold up 2nd and 3rd fingers for leaf and over thumb for cocoon.
To be a butterfly again, stretch out fingers of both hands and interlock thumbs. Flutter fingers.

Ball

Here is a ball.
I keep on the shelf
I can throw it
And catch is
And bounce it myself

Here is a ball.
I'll throw it to you
Please catch it
And throw it
Right back to me too.

Suit action to words.

Home

Here are mother's knives and forks.
Here is mother's table.
Here is grandmother's rocking chair
Here is sister's looking glass.
And here is baby's cradle

Interlace the fingers of both hands with fingers up. Turn hands over with fingers down. Point forefingers up and rock hands back and forth. Point forefingers and little fingers up and rock sideways.

Ball

A little ball
A larger ball
A great big ball I see
Now let us count the balls we've made
One, two, three.

Shape ball one with thumb and index finger. Shape ball two with both thumbs and index fingers. Shape ball three with arms and hands. Count with fingers on last line.

Kittens

Ten little kittens standing in a row,
They bow their heads to the children, so
They run to the left and they run to the right,
They stand up and stretch with all their might.
Along comes a dog who wants some fun.
Meow! Meow!
Just see those kittens run!

Let the ten fingers be the kittens. Put your hands behind your back when the Kittens run.

The Family

Here is the father,
Here is the mother,
Here is the brother tall,
Here is the sister,
Here is the baby best of all

Hold up the fingers of the left hand and point to them with the forefinger of the right in consecutive order beginning with the thumb.

Five Little Squirrels

Five little squirrels sitting in a tree.
This little squirrel says, "What do I see?"
This little squirrel says, "I see a gun."
This little squirrel says, "Let us run."
This little squirrel says, "I'm not afraid."
This little squirrel says, "Let's hide in the shade."
Along came a man with a great big gun.
Bang! See those little squirrels run.

One hand is held over the head with the wrist limp and the fingers spread out. Show each of the squirrels by moving the fingers beginning with thumb, as each line is repeated. Clap the hands once and hide the hand representing the squirrels behind the back.

Tea Party

Here's a cup
And here's a cup
And here's a pot of tea.
Pour a cup
And pour a cup
And here's a drink for me.

Shape cup with right hand and then left. Hold handle of teapot with right hand and pour into cup. Drink the tea.

Ten Little Soldiers

Ten little Soldiers standing in a row.
They all bow down to the captain so.
They march to the left
They march to the right
They all stand up
Ready to fight
When along comes a man
With a great big gun
Bang!
Just see those soldiers run.

Use fingers for the soldiers and march. Show gun then slap hands for bang. Put both hands behind you when the soldiers run.

Way Up High

Way up high in an apple tree,
Two little apples smiled at me.
I shook that tree as hard as I could.
And down came the apples.
Hum-m-m! Were they good!

Hands above head. Hands form apples-still raised. Shaking motion with hands. Drop hands. Rub tummy.

The Beehive

Here is the beehive.
Where are the bees?
Hidden away where nobody sees.
Soon they'll come creeping out of the hive.
One, two, three, four, five.

Let the right hand with thumb closed inside be the beehive. Let the fingers be the bees. Lift each finger as it is counted, beginning with the thumb.

The Ant Hill

Once I saw an ant hill
With no ants about
So I said, "Little Ants,
Won't you please come out?"
Then as if they had heard my call,
One, two, three, four, five came out
And that was all.

The right hand with the thumb closed inside is the ant hill. The fingers will be the ants. Lift each finger as it is counted, beginning with the thumb.

This Little Boy

This little boy is going to bed.
Down on the pillow he puts his head.
Wraps himself in the overs tight.
And this is the way he sleeps all night.
Morning comes, he opens his eyes.
Back with a toss the cover flies.
Up, he jumps!
He's off and away.
Ready for work and play all day.

The forefinger of one hand is the little boy. The other hand open with palm up is the bed. The thumb forms the pillow. The forefinger is placed on the thumb. The fingers of the open hand are closed over the forefingers. The closed fingers are opened. Left the forefinger up. Take away the forefinger.

Grandmother's Spectacles

Here are grandmother's spectacles.
Here is grandmother's hat.
And this is the way she folds here hands
And lays them in her lap.

Make circles around the eyes with the thumbs and forefingers. Make the hands come together in a peak on top of the head. Fold the hands. Lay hands in lap.

Excerts from Fun With B and Other Consonant Sounds

Suggestions for teaching initial consonant sounds:

1. Read or learn poems, jingles, Nursery Rhymes, finger plays or stories which repeat the consonant sound being taught.

2. Sing songs using the sounds.

3. Let children listen to three or four words and tell which ones begin with the same sound.

4. Have the children find pictures illustrating the consonant being learned.

5. Make charts for each consonant sound using pictures of many objects to illustrate each sound. (old reading readiness books have many such pictures)

6. Use Speech Improvement Cards or sets of cards to illustrate beginning sounds.

7. When the children have learn to listen for beginning sounds and can identify them, reinforce the program by labeling objects in the room with the beginning letter. E.g. D-door, B-board, etc.

8. Say words that begin with the same sound as the children's names.

Beginning Sounds:

Bb

1. Name some food that begin with b. (bacon, bannana, beans, beef berries)
2. Name some toys. (ball, balloon, baseball, boats, bicycle)
3. Name some animals. (bears, billy goats, bunnies, buffaloes)
4. Poems stressing b.

I BLOW BUBBLES

I blow red bubbles.
I blow green bubbles.
I blow blue bubbles.
I blow yellow bubbles.
Orange bubbles!
Purple bubbles!
I blow bubbles.

BUBBLE, BUBBLE

Bubble, bubble, bubble, bubble,
Chili and beans today,
Bubble, bubble, bubble, bubble,
This is what they say.

LITTLE BROWN BIRDIE

Little Brown birdie is bobbing his head,
Bobbety, bobbety, bob,
Looking for something behind the shed,
Bobbety, bobbety, bob,
I am going to watch him; perhaps I shall learn,
Bobbety, bobbety, bob,
If his dinner will be a fat bug or a worm
Bobbety, bobbety, bob.

A BUBBLE

There's nothing that's quite
Like the flight
Of a bubble,
The bibbledy-bobble delight
Of a bubble.

The blip of a bubble,
The flip
Of a bubble.
The higgledy-piggledy trip
Of a bubble.

First here is a bubble,
Then there
Is a bubble,
Then ziggidy-zag through the air
Is a bubble.

There's laugh in a bubble,
And sun
In a bubble,
And twice as much fun
When a bubble is double.

Arthur Mintz

Beginning Sounds cont:

Cc Kk

1. Name some animals that begin with c. (calf, camel, cat, co

2. Name some other things that begin with c, k. (candles, carpet, cupboard, curtains, car,coat, cap, corn, cookies, cake, candy, key, kite, kitten, kid, kettle, kitchen, kiss, kick)

3. Poems that stress c, k.

CROWS AND PIGEONS

There was an old crow who sat up in a tree,
Caw, caw, caw.
Teaching her little ones how to agree
Caw, caw, caw.
There was a good pigeon who lived on the farm.
Coo, coo, coo.
Teaching her little ones not to do harm
Coo, coo, coo.

The little crows answered their mother this way
Caw, caw, caw.
For those were the words that they knew how to say
Caw, caw, caw.
The sweet little pigeons answered this way
Coo, coo, coo.
For these were the words that they knew how to say
Coo, coo, coo.

COOKIES TO EAT!

Cookies to eat! Cookies to eat!
One a penny
Two a penny.
Cookies to eat! Cookies to eat!

Who will buy my cookies sweet?
One a penny
Two a penny
Buy my cookies fresh and sweet.

..Averil

Beginning Sounds cont:

ch 1. Look for pictures that illustrate the sound ch. (chair, child, chick, chipmunk, children, chin, chalk, cheese, cherry, church)

2. Poem stressing ch.

THE "CHEWY" CHILD

I know a funny little child.
He chews up everything
He chews up bits of paper.
And he chews up balls of string.
He chews big chunks of chewing gum.
All day I watch him chew.
I'm not surprised that when he talks
He chews his words up too.

LDS

CHUG!

Chug! Chug! Chug!
Honk! Honk! Honk!
Who wants a ride?
I! I! I!
Jump in!
Away we go!
Chug! Chug! Chug!
Honk! Honk! Honk!

THE CHEE-CHOO BIRD

A little green bird sat on a fence rail.
Chee-choo, chee-choo. chee-choo!
The song was the sweetest I ever heard,
Chee-choo chee-choo, chee-choo!
I ran for some salt to put on his tail.
Chee-choo, chee-choo, chee-choo!
But while I was gone, away flew the bird,
Chee-choo, chee-choo, chee-choo!

Talking Time

CHITTER, CHATTER

Little squirrel likes to frisk,
Chitter, chatter, chitter, chatter,
Quinky winky, with a whisk,
Chitter, chatter, chitter, chatter,
As he plays at hide and seek,
Chitter, chatter, chitter, chatter.

Talking Time

Beginning Sounds cont:

ch cont:

CHOO CHOO TRAIN

Listen to the choo choo train,
"ch, ch, ch, ch, ch,"
Go down the track and back again,
"ch, ch, ch, ch, ch,"
Sometimes fast, sometimes slow,
"ch, ch, ch, ch, ch,"
Now it's chugging up a hill!
"CH, CH, CH-CH-CH!"
Now it's stopping, whoa Bill,
"Ch, ch, ch-ch-ch,
ch, ch, ch-ch-ch, (softer)
ch, ch, ch-ch-ch. (still softer)

Talking Time

Dd

1. Name some animals that begin with d. (deer, dog, duck, donkey)

2. Name some other things that begin with d. (doll, door, desk, dad, dance, dinner, dust, daddy, doctor, dates, darn, decorate, dime, daisy, dozen)

3. Poems that stress d.

DIVING DUCK

A duck was diving
deep, deep, deep,
Into a pool
Where the dark trout sleep.
Down went his tail,
as he said, "Quack, quack."
Down went his bill
as he dived for a snack!

Virginia Pavelko

THE WOODPECKER

D-d-d-d-d
Goes the woodpecker's bill.
As he hammers on the bark of a tree.
D-d-d-d-d
And he knows by the sound
Where the fat little bugs
Ought to be.
D-d-d-d-d
And the bugs in the bark
Shake and shiver in the dark
From their fear;
D-d-d-d-d
"Let us not make a sound;
Let us all play
We do not live here."

M. Peral Lloyd

Beginning Sounds cont:

Dd HEY! DIDDLE DIDDLE!

HICKORY, DICKORY, DOCK

Ff 1. Look for pictures that begin with Ff. (fish, farm, foot, flower, fork, four, fire, five, father, feet, fairy, fly, fur, Ford, football, food, fireman, farmer, fence)

Poems that stress Ff.

FLIP, FLOP

Flip, flop, flip, flop,
A funny fellow is my clown.
Flip, flop, flip, flop,
He can't stand up, so he falls down.

FIDDLE DE-DEE

Fiddle-de-dee, fiddle-de-dee
The fly shall marry the bumble-bee,
They went to church and married was she,
The fly has married the bumble-bee.
Fiddle-de-dee, fiddle-de-dee.

Mother Goose

A FINGER PLAY

Fee, fie, fo, fum!
See my fingers.
See my thumb!
Fee, fie, fo, fum!

Fee, fie, fo, fum!
Finger's gone.
So is my thumb!
Fee, fie, fo, fum!

SONG (TUNE OF THREE BLIND MICE)

Five fresh fish,
Five fresh fish,
See how they frisk,
See how they frisk,
They all began to flippety roll
When Fred came near the big fish bowl.
Did you ever see such a fish in your life
As five fresh fish?

Beginning Sounds cont:

Gg 1. Collect pictures of things that begin with Gg. (girl, garden, goose, goat, gate, game, gum, grapes, gun, good, gift, gasoline, gobble, Goldilocks, grey, green)

2. Poems that stress Gg.

GOOSEY, GOOSEY GANDER

Goosey, goosey, gander,
Whither shall I wander?
Upstairs and downstairs
And in my lady's chamber.

Mother Goose

GUG-GUG

When I pour water from a jug,
Gug-gug, gug-gug, gug-gug
My mother say, "Now, honey bug
Don't spill that water on my rug."
Gug-gug, gug-gug, gug-gug.
I always pour it in my mug
I never spill it on the rug.

M. Pearl Lloyd

GALLOP! GREY MARE

Gallop, Grey Mare, Gallop!
Gallop through the glen.
Gallop up and gallop down
And gallop home again.

Bennett.

Hh 1. Collect pictures of things that begin with Hh. (horse, heart, house, hammer, head, hill, hand, hair, half, Halloween, haystack, hello, honey, hurry, hook, hop, horn, home.)

2. Poems that stress Hh.

THE HUNGRY HUNTER

A Hunter went a hunting,
A hunting for a hare,
But where he hoped the hare would be
He found a hairy bear.
"I'm hungry," Bruno hinted.
"I get hungry now and then."
So the Hunter turned head over heels
And hurried home again.

JOLLY SANTA

"Ho, ho, ho," laughs jolly Santa,
"Ha, ha, ha, ho, ho, ho;
My sleigh is packed, my reindeer ready.
"Ha, ha, ha, ho, ho, ho."

Talking Time

HEE-HAW

When I was visiting the farm.
I saw a donkey in the barn.
"Hee-haw, hee-haw,
Hee-haw, hee-haw,"
Legs so short and ears so long:
I listened to his noisy song;
"Hee-haw, hee-haw,
Hee-haw, hee-haw."

Jj 1. Collect pictures that begin with the letter Jj. (jar, jaw, jacket, jelly, jump, jug, January, jam, journey, joke, jet, June, July, jello, Joe, John, Jack, janitor, Jack-o-lantern)

2. Poems that stress Jj.

JACK AND JILL AND JUMPING JOAN

Jack and Jill and Jumping Joan
Went to buy and Ice cream cone;
They had three pennies
And some milk bottle tops,
So all they could buy
Were three lollypops.

"It's just as good,"
Said Jumping Joan,
"It's just as good
As an ice cream cone."
"It's just as good,"
Said Jack and Jill,
"It's just as good
And it will not spill."

M. Pearl Lloyd

JACK BE NIMBLE

Jack be nimble
Jack be quick,
Jack jumped over
The candlestick!

Mother Goose

JEE JEE

Jee Jee is a jumping jack,
A jumping jack,
A jumping jack,
Jee Jee is a jumping jack,
He jumps about with glee.

Jee Jee pops into his box,
Into his box,
Into his box,
Jee Jee pops into his box,
And says, "You can't catch me."

Talking Time

TWO BLACKBIRDS

Two little birds sat on a hill.
One named Jack,
The other named Jill
Fly away, Jack,
Fly away, Jill,
Come back, Jack,
Come back, Jill.

Mother Goose

Ll

1. Collect pictures of things that begin with Ll. (lion, lamb, ladder, leaves, lemon, lake, lady, lace, lamp, leg, lilies, lilacs, lettuce, lemons, lawns, letter, leaf, laugh, leather, library, loaves, lunch)

2. Other words: look, let, last

3. Poems that stress Ll.

LULLA, LULLA, LULLABY

Lulla, lulla, lullaby,
Sings my mother dear.
Lulla, lulla, lullaby,
Sleepy time is here.

THE LOVELY LOCKET

Little, Linda lost her locket.
Lovely, licky, little locket.
Later, Linda found her locket.
Lying still in Linda's pocket.

LISTEN, LISTEN, LISTEN

Listen, listen, listen
For the first sound you do
When you say, "La, la, la, la, la,"
And "loo, loo, loo, loo, loo,"
Listen, listen, listen
For the first sound you make
When you say, "Little, look, and like,"
And "lollipop and lake."

Phonics -Scott-Thompson

Mm

1. Find pictures of things that begin with Mm. (man, meat, moon monkey, milk, money, mouse, marbles, mail, mattress)

2. Other words that begin with Mm. (me, my, may, march, mark, match, measure, mind, move, many, month, mouth)

3. Poems that stress Mm.

MOO! MOO! MOO!

Moo! Moo! Moo! mooed the muley cow
One Monday morning in May,
Mary may have a mug of milk,
May I have a mouthful of hay?

Laidlaw Reader

MY TOP AND I

My top is humming a happy song.
It hums and hums the whole day long,
Mmm mmm mmm.
It dances in a merry ring.
Its music makes me want to sing,
Mmm mmm mmm.
I like the merry humming song.
It's spinning as it moves along
Mmm mmm mmm.
Now it's stopped. Its humming done
My top and I have lots of fun.
Mmm mmm mmm.

Laidlaw Reader

THE HUMMING TOP

The humming top goes round and round
Mmmm Mmmm Mmmm
Move the handle up and down
Mmmm Mmmm Mmmm

Handy

Beginning Sounds:

Nn 1. Find pictures of things that begin with the letter Nn. (nose, night, neck, nail, nut, nine, note, name, napkins, neighbors, nests, necktie, needle, newspaper, nickel, numbers)

2. Other words that begin with Nn. (no, noise, November, not)

3. Poems stressing n.

THREE LITTLE RABBITS

Three little rabbits were eating their lunch
Nibblety, nibblety, nib!
With their heads all together, Oh, how they did munch!
Nibblety, nibblety, nib!
They nibbled so hard and they all were so quick
Nibblety, nibblety, nib!
That they finished it up before you'd say "Tick"
Nibblety, nibblety, nib!

NAUGHTY MOSQUITO

Naughty old mosquito,
Took a bite of me!
"N--N--N--N
N--N," said he.

He bit me on the elbow!
Bit me on my toes!
Bit me on the forehead!
Bit me on the nose!

Handy

Beginning Sounds cont:

Pp

1. Find pictures of things that begin with Pp or the motor boat sound. (pie, pencil, penny, pony, puppy, pumpkin, pen, pipe, pan, page, paper, parrot, pink, picnic, pocket)

2. Other words that begin with Pp. (please, pop)

3. Poems that stress Pp.

POPCORN

Pop! Pop! Pop!
Says the popcorn in the pan.

Pop! Pop! Pop!
You can catch me if you can.

Louis Abney

PIE, PIE PUDDING AND PIE

Pie, pie, pudding and pie,
Pete likes pudding and Pete likes pie.

Pie, pie, pudding and pie
Pete likes pudding and so do I.

Pie, pie, pudding and pie,
Pete likes pudding and so do I.

Averil

RAIN

Pit! Pat! Pit! Pat! Pit! Pat!
Sing your little song.

Pit! Pat! Pit! Pat! Pit! Pat!
Patter all day long.

Pit! Pat! Pit! Pat! Pit! Pat!
This you seem to say,

Pit! Pat! Pit! Pat! Pit! Pat!
All the rainy day.

Beginning Sounds cont:

Pp 3. Poems cont:

THE MOTOR BOAT

I have a little motor boat.
It runs around the bay,
And when I start my motor boat
It always seems to say:
P P P (slow)
P P P

But when the boat is under way
And running fast,
It seems to say:
P P P P P
P P P P P (fast)

M. Pearl Lloyd

Rr 1. Collect pictures that begin with Rr. (rabbit, red, robin, rock, rain, radio, rose, road, rope, room, rat, rooster, rubbers, reindeer)

2. Other words that begin with Rr. (ring, run, ride, rock)

3. Poems that stress Rr.

ROOSTER

Every day the rooster craws,
"Rrrrrrrr"
As he stretches on his toes,
"Rrrrrrrr"
He flaps his wings and shakes his head.
"Rrrrrrrr"
And says, "Get up, you sleepy head,
"Rrrrrrrr"

Talking Time

THE MAD DOG

There is a dog on our street
Who always growls at me
When I go by he says "R r r r!"
As mad as he can be.
Ra ra ra
Re re re
Ri ri ri
Ro ro ro
Ru ru ru

Beginning Sounds cont:

Ss

1. Collect pictures of things that begin with Ss. (soup, soap, sun, suit, saw, sail, seat, sack, snake, swing, Santa, scissors, sand, sailors, soldiers, seesaw, silver, six, songs)

2. Other words that begin with Ss. (sit, sew, saw, see, sing, Sunday, syrup, sausage, sardine, soda, sauce, sandwiches, salt, salad, Saturday, swing, sat, sweep, spring)

3. Poems that stress Ss.

SEESAW

Sal sat on a seesaw,
A seesaw, a seesaw.
Sal sat on a seesaw,
All on a sunny day.

Sue sat on a seesaw,
A seesaw, a seesaw,
Sue sat on a seesaw,
And sang a song all day.

Sal fell off a seesaw,
A seesaw, a seesaw,
Sal fell off a seesaw,
And down fell singing Sue.

Talking Tiem

THE TIRE

I'll play that I'm a tire,
And take a breath just so:
Pretend that I am filled with air
From head down to my toe.
And then when I am very full,
I'll let it go like this,
Softly---safety---softly
"S s s s s s s s"

Talking Time

THE TEAPOT

I'm a little teapot
Short and stout,
S s s s s s s s
Here's my handle
And here's my spout.
S s s s s s s s
When I get all steamed up
Then I'll shout,
"Just tip me over
And pour me out."
S s s s s s s s

Beginning Sounds cont:

Ss 4. Poems cont.

THE LITTLE SNAKE

A little snake slept all winter long,
At the foot of an old oak tree,
Curled up warm in his little nest
As snug as a snake could be,
But when the warm spring sunshine came,
The little snake awoke one day
And said, "It's too warm in this nest of mine
I think I'll go out to play."
So out of his nest he softly crept
To see what he could see.
He saw the sun way up in the sky,
And, "S s s s s," said he.

Talking Time

Sh 1. Collect pictures of things that begin with sh. (sheep, shoe, ship, shirt, shower, sheet, shop, shadow, shell, sugar, she, shelf, show)

2. Other words that begin with sh. (shed, shepherd, shoulder, shut, shake, short, shade)

3. Poems that stress sh.

SH MAKES ONE SOUNDS

S and h made just one sound
You hear in shoe and shell,
But you can hear "sh" at the end
Of dish and fish as well!

Phonics Scott-Thompson

SEA SHELL

Sea shell, sea shell, sing to me
Sing me a song about the sea!
Sh sh sh sh sh!

Beginning Sounds cont.

Sh 3. Poems cont.

SHOO! SHOO! SHOO!

Shoo! shoo! shoo!
Whatever shall I do?
Those chickens
Are digging my garden up,
Shoo! shoo! shoo!

Tt 1. Collect pictures of things that begin with Tt. (toe, tie, tree, ten, tiger, toy, toast, tomatoes, turkey, turnips, table, taxi, tambourine, tank, telephone, teeth, tongue, towel, tub, today, tomorrow, Tuesday, tennis, tag, teepees)

2. Poems that stress Tt.

TOOT, TOOT, TOOT

Toot, toot, toot goes the train,
As it tootles down the track.
It tootles down to Gallup town,
And then it tootles back.

TIPPY TIPPY TIP-TOE

Tippy tippy tip-toe,
Here we go,
Tippy tippy tip-toe,
To and fro.
Tippy tippy tip-toe,
Through the house,
Tippy tippy tip-toe,
Quiet as a mouse.

Talking Time

TWINK! TWINK!

Twink, twink, twink, twink,
Twinkety, twinkety, twink!
The fireflies light their lanterns
Then put them out in a wink.

Twink, twink, twink, twink,
They light their lights once more
Then twinkety, twinkety, twink, twink!
They put them out as before.

Wilhelmina Seegmiller

Beginning Sounds cont.

Tt 2. Poems cont.

THE CLOCK

Tick, tock, tick, tock!
All day long goes the big clock.
Quiet he hangs on the wall there,
Counting the hours and minutes with care.
Tick, tock, tick, tock!
Day and night
Goes the big clock.

M. Pearl Lloyd

th 1. Collect pictures of things that begin with th. (thimble, thief, thumb, three, thread, throat, thumb, thirteen)

2. Other words that begin with th. (thank you, thistle, thrown, then, this, that, the, thing, then, them, Thursday, think)

3. Poems that stress th.

THE OLD GRAY GOOSE

An old gray goose am I
Th! Th! Th!
I stretch my neck and cry
At puppies passing by!
I like to make them cry!
Th! Th! Th!

When puppies jump and run,
Th! Th! Th!
I think it's lots of fun!
An old gray goose like me!
Th! Th! Th!

Barrows

THIRTY THOUSAND THOUGHTLESS BOYS

Thirty thousand thoughtless boys
Thought they'd make a thundering noise;
So with thirty thousand thumbs,
They thumped on thirty thousand drums.

Old Rhyme

THUMPITY, THUMPITY, THUMPITY

Thumpity, thumpity, thumpity,
Thump!
Teddy is thumping his drum!
Thumpity, thumpity, thumpity,
Thump!
Teddy will march with his drum.

Thumpity, thumpity, thumpity,
Thump!
Tommy will hoin in the march!
Thumpity, thumpity, thumpity,
Thump!
Teddy and Tommy will march!

Thumpity, thumpity, thumpity,
Thump!
Join in the march with the boys!
Thumpity, thumpity, thumpity,
Thump!
Oh, what a thumpity noise!

Vv 1. Collect pictures of things that begin with Vv. (violet, vegetable, valentines, vacation, varnish, violin, vase, valley, vines, vest, vinegar, vacumn cleaner, velvet, voice)

2. Poems that stress Vv.

VIOLETS

Violets! Violets!
Who will buy my violets
They are fresh,
They are sweet,
Violets, violets
Who will buy my violets?

Averil

GREEN FLY

The little green fly
Can do tricks like a clown.
"Vvvvvvvvv"
He can walk on the ceiling
Without falling down.
"Vvvvvvvvv"
His tiny green wings
Take him round and around,
"Vvvvvvvvv"
Like a plane in the sky,
As he drones a wee sound.
"Vvvvvvvvv"

TWO IN BED

When my brother Tommy
Sleeps in bed with me,
He doubles up
And makes
himself
exactly
like
a
v
And cause the bed is not so wide,
A part of him is on my side.

Ww 1. Collect pictures of things that begin with w. (wagon, wood, water, wall, well, worm, windmill, wash, wish, wings, window, wind)

2. Other words that begin with s. (watch, washing, work, why, want, walk, watch, west, wait)

3. Poems that stress Ww.

WORK

We will work and work and work,
Because we want to know
Who and where and when and why
And what makes some things so.

THE WIG WAG

The wig-wag says,
"Here comes the train!"
Wig-wag, wig-wag!

The wig-wag says
"The train goes by!"
Wig-wag, wig-wag!

Barrows

THE HAPPY PUPPY'S TAIL

Watch the happy puppy's tail,
Wiggle, waggle, wiggle, waggle,
"I like you," he says with his tail,
Wiggle, waggle, wiggle, waggle.

Beginning Sounds cont.

Wh

1. Collect pictures of things that begin with wh. (white, whip, wheel, whistle, wheelbarrow, whale, wheat)

2. Other words that begin with wh. (when, where, why, what, which)

3. Poems that stress wh.

THE CLOUDS

White sheep, white sheep,
On a blue hill,
When the wind stops,
You all stand still.

You walk far away,
When the winds blow;
White sheep, white sheep,
Where do you go?

Christian G. Rossetti

WHISTLES

I want to learn to whistle.
I've always wanted to.
I fix my mouth to do it but
The whistle won't come through.

I think perhaps it's stuck,
And so I try it once again.
Can people swallow whistles?
Where is my whistle then?

Dorothy Aldis

WHOA! WHOA! WHOA!

Whoa! Whoa! Whoa, Dan!
Oh! Oh! He's running away!
Stop him! Stop him!
Whoa! Dan, Whoa!

Beginning Sounds cont.

Yy

1. Collect pictures of things that begin with y. (yolk, yawn, yard, yeast)

2. Other words that begin with y. (yellow, yesterday, years, you)

3. Poems that stress y.

YARNING

I yawn and yawn and yawn,
As sleepy as can be.
You, too, will yawn if you will watch
To catch the yawn from me.
Yawn
Yawn
Yawn

Talking Time

YELLOW, YELLOW

Yellow, yellow sunshine
On a green hill,
Yellow, yellow flowers
Standing very still;
Yellow, yellow leaves
Falling from the tree;
Yellow, yellow duckling,
What do you see?

Talking Time

WIND

Yoo yoo yoo
Yoo yoo yoo
Yes, it is the wind
Yap, and yowl, and yelp
Old wind,
Yoo yoo yoo

YO-YO

Make your yo yo dance,
Make your yo yo sing.
Make your yo yo spin around
And then roll up its string!

Beginning Sounds cont.

Yy 3. Poems cont.

DAFFODIL

A little yellow cup
A little yellow frill,
A little yellow star
And that's a daffodil.

Unknown

Zz 1. Find pictures of things that begin with Zz. (zoo, zebra, zipper, zero)

2. Poems that stress z.

ZIGZAG ZEBRA

Zigzag zebra
Lives in our Zoo.
Zigzag Zebra
How do you do?
Zigzag Zebra
Dance and be gay!
Zigzag Zebra
Come out and play.

Talking Time

MY ZIPPER COAT

I have a zipper coat of brown.
I zip it up, I zip it down,
And every day while out to play
I zip it up to stay.

L.M.T.

ZIPPER

Zzzzzzzzzipper, zzzzzzzee,
A zipper on me.
Zipper jacket,
Zipper dress,
Zipper trousers,
Yes, yes, yes!
Zzzzzzzzzipper, zzzzzzzee,
A zipper on me.

Phonics Scott-Thompson

Beginning Sounds cont.

Zz 3. Poems cont.

HONEY BEE

"Zzzzzzzzz!" Buzzing in the clover.
"Zzzzzzzzz!" Under and over.
Up and down and round and round.
Listen to the busy sound.
"Zzzzzzzzzzzzzzzzzzzzzzzzzzzzzz!"

Phonics Scott-Thompson

SONG OF SOUNDS (Tune: Are You Sleeping?)

Ss

SNAKE

Listen closely,
Listen closely,
To this sound,
To this sound,
Hear the snake a hissing,
Hear the snake a hissing,
S S S S S S

Zz

BEE

Listen closely,
Listen closely,
To this sound,
To this sound,
Hear the bee a buzzing.
Hear the bee a buzzing,
Z Z Z Z Z Z

Ch

TRAIN

Listen closely,
Listen closely,
To this sound,
To this sound,
Hear the train a chugging,
Hear the train a chugging,
CH CH CH CH CH CH

Tt

CLOCK

Listen closely,
Listen closely,
To this sound,
To this sound,
Hear the clock a ticking,
Hear the clock a ticking,
T T T T T T

Continue song:

Hear the cat a f-ting. F F F F F F

Hear the baby coughing. K K K K K K

Hear the Frog a croaking. G G G G G G

Hear the tired man huffing. H H H H H H

Hear the top a spinning. M M M M M M

Hear the bubbles bursting. B B B B B B

SOCIAL STUDIES

The School
The Family And Home
Clothing
Community Helpers
Communication
Transportation
Tools
Toys
The Farm
Animals
  Zoo and Circus
  Pets
Special Occasions
  Halloween
  Thanksgiving
  Christmas
  Valentine's Day
  Lincoln and Washington's Birthdays
  Easter
  Birthdays

OBJECTIVES:

1. To provide vital experiences for the child in the above areas.

2. To enrich and develop the language of the Kindergartener,

3. To learn to share experiences with each other.

4. To develop proper behavior toward other children, the teacher, and other members of the faculty.

5. To learn to accept responsibility.

SOCIAL STUDIES

Guidelines:

1. Do not limit materials and teaching methods. Use all available materials to emphasize the concepts that are taught. Use:

   a. songs
   b. pictures
   c. dramatizations
   d. scrapbooks
   e. games
   f. charts
   g. displays

2. Relate the teaching of social studies to the child's experiences at home and in the community:

   a. his family
   b. his clothes
   c. the toys that he plays with
   d. the things that are in his home
   e. the buildings in his community
   f. the people who have jobs in his community

3. Emphasize the fact that each person has a necessary role in the community.

4. Emphasize that the same services and products can be provided in different ways:

   e.g. Transportation cay be: by car, by train, by airplane, by horse or on foot.

   - You can buy food at the supermarket or at the trading post.

   - You can live in a house, in a trailor, or in a hogan.

5. Whenever possible, provide first hand experiences:

   a. Bring things into the classroom for the children to handle and experience.

   b. Go on field trips.

6. Use holidays and special occasions to emphasize concepts that are taught.

THE SCHOOL

Understandings:

1. There are many people who keep the school running smoothly.

2. We should take care of school property.

3. There are school and room rules which we should learn and follow.

Activities:

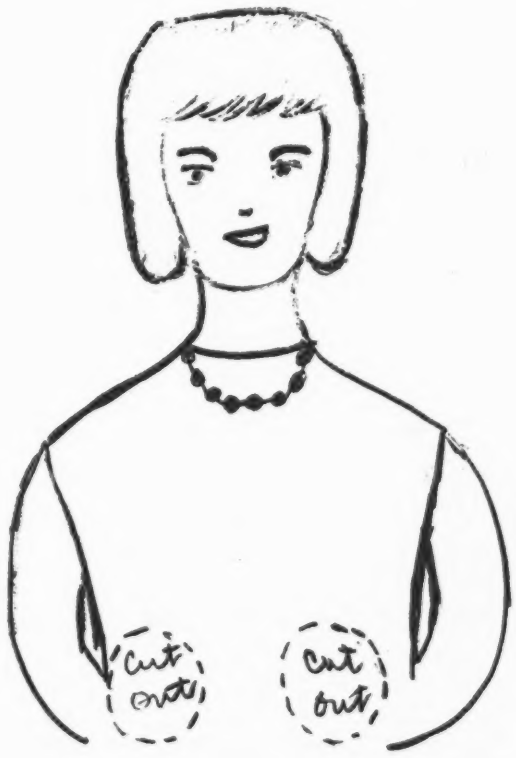
1. Tour the school building.
   principal's office.
   secretary's office.
   library.
   lunchroom.
   nurse's station.
   janitor's room.
   school yard and play area.
   Visit some of the rooms after previous arrangements have been made.

2. Talk about the buses and the drivers. Learn what bus each one rides, and what route they go. For those who do not ride the busses, learn the location of where they live. Check A Manuel Of Sentence Patterns, Book I for the correct sentence patterns.

3. When the tour is completed, begin a unit on the school. Talk about the visits: talk about the size of the buildings, the flag on the roof, the sidewalks, the windows, etc.
   Talk about the school helpers and the duties they do.
   Display large cut-outs made from large cardboards such as these may be used.
   Dramatize the workers, etc. Large cut-outs made from large cardboards such as these may be used.

I am the principal.

I am the secretary.



4. Talk and make experience charts on proper playground conduct. Review these throughout the year.

5. Display cut-outs or drawings of all the busses. Learn the bus numbers, and routes they make. The four directions may be introduced at this time. Written signs; west, east, north, and south can be tacked up in the room. Learn the names of the drivers. Learn the proper behavior on busses. Review these throughout the year. Each child can draw a picture of his bus.

6. Sing songs about the bus:

   "The Wheels Of The Bus".

   To the tune of "Mulberry Bush" sing:

   This is the way I go to school.
   I go to school, I go to school,
   This is the way I go to school,
   I ride bus number 4. (Mimick riding in a bus).
   (If child doesn't ride bus, change last live in song to "So early Monday morning" and mimick walking to school.

Children may paint, draw, or color pictures of the school and its workers. Assemble completed work in booklet form or display on bulletin board. Use the Pre-First TESL Guidebook for suggested sentence patterns or build your own sentences that fit this unit.

Example: This is the principal.
He works in Red Rock School.

This is the secretary.
She works in the office.
She takes our lunch reports.
She takes our attendance reports.

As the children talk, they may hold up the pictures.

Children may have a "dress up" session when they dramatize the workers.

To the tune of "Do You Know The Muffin Man?" THE KINDERGARTEN MUSIC BOOK, pp. 45, sing:
Do you know the principal? etc.
Who works at Indian Hills.

Do you know the janitor? etc.
Who works at Indian Hills.

To the tune of "Where is Thumkin?", Pitts, et. al., THE KINDERGARTEN BOOK, pp. 51, sing:
Who is our cook?
Who is our cook?
Mrs. Brown is our cook.
Mrs. Brown is our cook.
How are you today?
Very well, I thank you.
Run away, run away.

Who is the secretary?
Who is the head cook?
Who is the school nurse?

Make a map of the school area. Put the location of the school area and the homes of the children. If they ride busses, put them on the map also. Let the children draw themselves and add these to the map. When the map is completed, talk about it using complete sentences.

Example: We go to Red Rock School.
Where do you go to school?

Where do you live?
I live near Whitewater, New Mexico.

THE FAMILY AND HOME

Understandings:

1. We love our families.

2. The Indian families consist of many members. The immediate family is not by itself but aunts and uncles and their children are part of the immediate family. This is the reason why many children have many sisters and brothers. They are accounting for their cousins. They have to be taught that the teacher only wants the sisters and brothers of the immediate family.

3. Each member has duties to do.

4. Even if we are little, we can be helpful at home.

5. Talk about the love and thoughtfulness that make a home.

Activities:

1. Talk about each child's family. Check lessons in the TESL guidebook.

2. Talk about the duties the members perform. Talk about the duties the children have to do. Most Indian children are responsible for some work and have to do it regularly.

   Examples: Gathering wood, carrying water, helping with the sheep and horses, and watching the baby.

3. Talk about the home they live in: hogan
   brick
   frame

   Draw or paint the home.
   Talk about the rooms in a home: kitchen
   living room
   bedrooms
   bathroom

   Talk and cut out pictures of the various furniture that go in the home. A large home can be drawn on the bulletin board, and each child can find pictures of the furniture to furnish the house.

4. Play "house" in the doll house.

5. Compile a booklet on the family. Pictures may be cut out of the catalogue of drawn free-hand.

6. Paint pictures of the family.

7. Learn his own address and telephone number. (Use suggestions to fit needs).

8. Draw a map. Let the children draw their homes and display them on the

map. Use this map when they practice the lessons from the TESL guidebook.

9. "Dress up" and dramatize family situations.

10. Make a chart showing what the children do at home and another chart showing what the children are responsible for at school. Talk about these charts.

11. Check out library books about the family.

12. Learn finger plays about the family. Check finger plays page.

13. Sing songs about the family.

A Helper
To the tune of "Did You Ever See A Lassie?"

It is fun to be a helper
A helper, a helper
It is fun to be a helper
Just any time.

Oh, I can set the table
The table, the table
Oh, I can set the table
At dinner time.

Oh, I can dry the dishes
The dishes, the dishes
Oh, I can dry the dishes
And make them shine.

Oh, I can sweep the floor
The floor, the floor
Oh, I can sweep the floor
And sweep it clean.

Oh, I can mop the floor
The floor, the floor,
Oh, I can mop the floor
And mop it clean.

Our House
To the tune of "Mary Had A Little Lamb"

My family lives in a house.(Hogan)
In a house, a house, (Hogan)
My family lives in a house(Hogan)
A little white house. (Brown house)

I live in this little house
Little house, little house
I live in this little house,
With my family.

OUR HOUSE CONT.

This room is the living room,
Living room, living room,
This room is the living room,
Where we sit and talk.

This room is the dinning room,
Dining room, dining room
This room is the dining room
Where we eat our lunch.

This room is the kitchen
Kitchen, kitchen
This room is the kitchen
Where mother cooks our food.

This room is the bathroom
Bathroom, bathroom
This room is the bathroom
Where we take our bath.

This room is the bedroom
Bedroom, bedroom
This room is the bedroom
Where we go to sleep.

THE KINDERGARTEN BOOK: Ginn

Get Up! p.44
Good Morning p. 44
Rock, Rock, Rock p.45
Walking p.46
I have a little sister p. 46
Pinky, Winky Baby p.47
What are Babies Made Of p. 47
Dance a Baby Diddy p. 48
Pat-a-cake p. 49
Clapping game p. 49

14. Make charts or booklets showing furnishings for the different rooms.

15. Dramatize various activities of the home, such as helping mother setting the table, etc.

CLOTHING

ACTIVITIES:

1. Display clothing charts or pictures of clothes on the bulletins. Talk about the charts and learn the names of each piece of clothing. Individual tagboard cut 8½x11 with pictures of clothing pasted on them aids in learning the names of the clothes. Gather the children into a circle and give each child one of these charts and have then talk about the pictures.
   Examples: This is a dress.
   Girls wear dresses.

   This is a pair of shoes.
   Shoes keep our feet warm.

   This is a shirt.
   Boys wear shirts.
   Sometimes girls wear them too.

2. Make large paper dolls - Boy and Girl.
   Make clothes for them and let the children dress them. As they are dressing the dolls they can talk.
   Examples: I am putting on her dress.
   Her dress is red and blue.

   I am putting on his shirt.
   His shirt is orange.

3. Make many booklets and fill them with clothes cut out of catalogs.

4. Ditto off some paper dolls for the children to cut out and play with. Check Enrichment section for Paper Dolls.

5. Learn to care for our clothing, hang up the wraps, put out boots where we can find them, see that our mittens are marked with our names and attached to our wraps, and use our painting shirts when we paint or are doing other messy work.

6. Practice shoe tieing. Get the wooden shoe out and have the children practice. Work at this regualrly.

7. Songs - <u>The Kindergarten Book</u>
   Shoes p. 126

   My Zipper Coat p. 7

COMMUNITY HELPERS

UNDERSTANDING:

1. Community helpers help us in many ways.
2. Some take care of us when we are sick.
3. Some take care of our teeth.
4. Some take care of our car.
5. Some work in the church.
6. Some cut father's hair and other make mother's hair look pretty.
7. Firemen put out fires.
8. Librarians help us find library books to look at and read.
9. We buy our groceries from the grocer and the trader. Mother takes her rugs to the trader. Father takes his wool to the trader.
10. These helper are our friends.

ACTIVITIES:

1. Display cut-outs or pictures of the helpers.
   Also have a set of 8½x11 cards with pictures of the helpers, so that the children can use these for talking.
   - Fireman
   - Grocer and trader
   - Doctor
   - Nurse
   - Dentist
   - Milkman
   - Service station attendent
   - Librarian
   - Missionary
   - Barber
   - Beautician
   - Policeman
2. Make the various hats which these helpers wear, put them on and dramatize their roles.
3. Make indiviaual booklets or a large book on these helpers. Let the children paint pictures, paste them in the book, and the teacher write many short sentences about each picture.

4. Check the school library for books on the helpers. The I Want to Be...series adds to the unit.

5. Sing songs about the helpers.
   From: The Kindergarten Book
   The Postman p. 63
   The Popcorn Man p. 63
   The Policeman p. 64
   Barber Song p. 65
   The Fireman p. 65

To the tune of "Do You Know The Muffin Man?"

Do you know the trader? (grocer)
The trader, the trader?
Do you know the trader?
Who works at Tohatchi.

Do you know the doctor? (nurse)
Who works at the hospital.

Do you know the dentist?
Who works at the hospital. (Public Health) (Gallup)

Do you know the fireman?
Who works at the fire station.

Do you know the nurse?
Who works at the hospital.

6. Community Helpers may be good program material.

THE FIREMAN

Understandings:

1. Firemen are our friends and helpers.
2. Fires should be reported.
3. We should prevent fires.
4. Firemen protect homes, schools, and the neighborhood.

Activities:

1. If possible, invite a fireman to the room or visit the fire station.
2. Talk about the duties they perform.
3. Make firemen hats and dramatize a fire situation.
   Telephone the fire department
   Report the fire
   Give the correct address
   Have the children drive the "fire truck" to the fire. Imitate pulling the hose, etc. Drive the truck back to the station.
4. Draw or paint: fire equipment
   station
   clothes
5. Discuss and practice fire drills.
   Follow the rules set up by the individual schools.

THE GROCER AND THE SUPER MARKET
(THE TRADER AND THE TRADING POST)

Understandings:

1. We shop at the super market. (trading post)
2. The man in charge is the grocer. (trader)
3. The grocer has many helpers. (trader)
4. All of them have work to do.
5. Young people work there.
6. Articles are arranged in many ways.

Activities:

1. If possible visit a market or local trading post.
2. Draw or paint pictures of the activities there.
3. Set up a market or trading post in the room.
4. Have children bring empty food cartons from home. Arrange food on the shelves and in doing so talk about them. "This is soup" "This is a can of beans." etc. Notice that dairy products are kept in a certain place, vegetables likewise, and canned goods. Dramatize the market situation.
5. Indroduce toy money. Have prices such as 5¢, 10¢, on the grocery items.

COMMUNITY HELPERS CONT:

THE DOCTOR AND NURSE

Understandings:

1. Doctors and nurses work at the hospital. Some of them have offices in town.
2. They help us when we are sick.
3. We should not be afraid of them because they are our friends.

Activities:

1. Talk about the doctor and nurse. Most children have been seen by him at one time or another.
   Examples: The doctor works at the hospital.
   He helps us get better.
   He gives us medicine.

   The nurse works at the hospital.
   She helps us get better.
   Sometimes she gives us shots.
2. Talk about the pictures of the doctor and nurse that you have displayed in the room.
3. Make their hats and dramatize a hospital situation.
4. If you have a nurse or doctor's kit, talk about the instruments they use.
5. Review the duties of the school nurse.
6. Stress that if one is sick, he should see the doctor, stay home until he is well again. Some children come to school even when they are sick.
7. Talk about cleanliness: wash our hands after using the restrooms.
   flush the toliets.
   when we drink we don't put our mouths on the drinking fountain.

THE DENTIST

Understandings:

1. Some dentists work in town and others are at the Public Health Hospitals.
2. Dentists care for our teeth. They clean them, fill the cavities, and pull them when they are bad.
3. Dentists are our friends.

Activities:

1. Talk about the dentist and his duties. Pictures of him should be tacked on the bulletin board. Most of the children have visited the dentist, if not they will have had occasion to see him.
   Examples: This is the dentist.
   He cares for our teeth.
   He cleans them.
   He fills the cavities.
   He pulls bad teeth.
2. Charts of the teeth and those charts pertaining to the good foods that keep our teeth in shape should be displayed.
   Talk about these: Note what a cavity is.
   Note how we get cavities.
   Note what keeps our teeth good.
   Ask if every one has a tooth brush and uses them.
3. Notice the clothes the dentist wears.
4. Dramatize a dental situation.
5. Read a book about him.

THE MILKMAN

Understanding:

1. The milkman is our helper and friend.
2. He brings milk to the markets, trading posts and schools.

Activities:

1. Display pictures about the milkman.
2. Dramatize a milk delivery.
3. Read books about the milkman.
4. Talk about the products the milkman delivers.
   - Milk
   - Ice cream
   - Cottage cheese
   - Chocolate milk
   - Orange drink
5. Draw or paint this helper.
6. Sing about the milkman.

THE SERVICE STATION ATTENDENT

Understandings:

1. He works at the gas station.
2. He takes care of our car.

Activities:

1. If possible make arrangements with a gas station so the children may make a visit there.
2. Display pictures of the workers at the station.
3. Talk about the attendent and their duties.
   Example: This is the gas station attendent.
   He cares for our car.
   He puts gasoline in cars.
   He oils and cleans our cars.
4. Dramatize a gas station situation.
   Have some children be cars and let them drive up to the make-believe station. Another child can be the attendent who fills the little cars with gas.
5. Make attentents hats. Check Enrichment Section for pattern.

THE MISSIONARY

Understandings:

1. He is a helper and friend.
2. He works at the church.
3. Sometimes he visits our home.
4. At Christmas time he makes our holiday a happy one. We should thank him.

Activities:

1. Display pictures of the missionary. Talk about him. For most Indian children, he plays an important role.
2. Differences in religions don't have to be taught or noted, just the fact that he is a helper and friend to people.

THE BARBER AND BEAUTICIAN

Understandings:

1. They are our helpers in the community.
2. They work in town.
3. The barber cuts the hair of men and boys.
4. The beautician makes mother's hair look pretty
5. By washing our faces and combing our hair we can look pretty (handsome) too.

Activities:

1. Display pictures of the barber and beautician. Talk about them and the work they do.

   Examples: The barber cuts my hair.
   He cuts father's hair.

   The beautician makes mother pretty.
   She curls and combs mother's hair.

2. Dramatize a barber situation and beautician likewise.
3. Take some of the articles that a beautician uses to school and let the little ones talk about them and use them.
4. Stress good grooming.

THE POLICEMAN (NAVAJO POLICE & ZUNI POLICE)

Understandings:

1. The policeman is our friend.
2. Sometimes he directs traffic.
3. He helps us when we are lost.

Activities:

1. Talk about the policeman and his duties.
2. Check the library for books on the policeman.
3. Make police hats and dramatize his role.
   Check Enrichment Section on Hats.
   Example: Child 1 - I am a policeman.
   Child 2 - I am lost. Can you help me?
   Child 1 - Yes, I can.
   What is your name?
   Where do you live?
   Child 2 - My name is Peter Peshlakai.
   I live near Pinedale.
4. Talk about the traffic signals
   Talk about proper crossing downtown.
   Note that we should obey these signs. They are there for our safety. Note that the signs are for riders and walkers.
   Make the traffic signs.
   Traffic lights
   The Stop sign
   The Railroad sign
   Walk
   Wait
   Don't Walk and Stop
   Learn to sight read the signs. (Left to Right progression)

   Red light, red light,
   What do you say?
   I say STOP!
   And stop, right away.

   Yellow light, yellow light,
   What do you say?
   I say Stop
   And look both ways.

   Green light, green light,
   What do you say?
   I say GO!
   And go right away.

STOP Sign

Stop sign Stop sign,
What do you say?
I say S-T-O-P
And stop right away.

RAILROAD Sign

Railroad sign, railroad sign,
Standing there so brave,
Railroad sign, railroad sign
Make us all behave.

5. Traffic songs: The Kindergarten Book
Stop, Look, & Listen p. 136
Watch the Lights p. 136

LIBRARIAN

Understandings:

1. The librarian is our helper and friend.
2. She works in the library.
3. She arranges books and helps us find books that we can read or look at.
4. When we go to the library, we must be quiet.
5. We get books we like,take them with us, and return them when the librarian tells us to.
6. Books are our friends. We should take care of them. We should learn to turn the pages correctly. We should put them away when we are through with them.

Activities:

1. If possible make arrangements to visit the Gallup Library.
2. Talk about your visit. Talk about the librarian and her duties. Example: This is the librarian.
   She works in the library.
   She helps us find books.
3. Visit the school library. Talk about the work of the librarian. Note how we can help the librarian. Talk about taking care of the books once we have checked them out.
4. Read one of the library books everyday. Check books out throughout the entire year.
5. Display pictures of the librarian.

THE ZOO

UNDERSTANDINGS:

1. There are many zoo animals.

bears	zebras	giraffes	seals
tigers	camels	deer	birds from other lands
lions	elephants	hippopotamus	alligators
monkeys	buffalo	rhinoceros	

2. These animals are wild.

3. They may be seen at the zoo.

4. Some of them are trained and perform at the circus.

ACTIVITIES:

1. Make your whole room a wild animal center.

2. Display wild animal pictures as well as the circus pictures.

3. Make up 9"x11" cards with pictures of these animals on them. Have children form a circle and pass out these cards. Let the children talk about these pictures.
   Examples: This is an elephant.
   He is a wild animal.
   We see him at the zoo.

   This a tiger.
   He is a wild animal.
   We see him at the zoo.

4. If possible visit a zoo. The Albuquerque Zoo
   The Window Rock Wildlife Center
   Window Rock, Arizona

5. Sing songs about the animals.

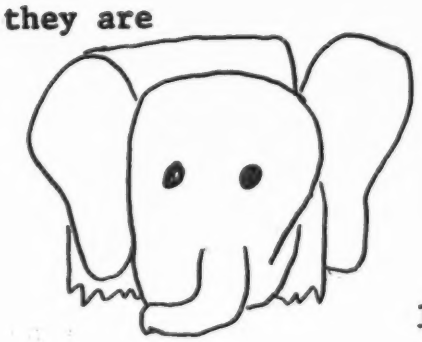
6. Imitate the movements of various animals.

7. Check the school library for books on zoo animals.

8. Draw and paint animal pictures.

9. Make paper maché animals and display them in cages as they are at teh zoo.

10. Make paper sack animal masks.



THE FARM

UNDERSTANDINGS:

1. Most of our food comes from the farm.

2. The farmer and his helpers have a lot of work to do.
   They plant.
   They harvest.
   They sell.
   They feed and water the animals.
   They milk cows.
   They gather eggs.

3. There are machines that help the farmer.

ACTIVITIES:

1. Display farm pictures, pictures of farm machinery, and animals.

2. Talk about these pictures.
   Example: This is the farm.
   This is the farmer.
   This is his family.
   This is the field. etc.

3. Talk about the farmer and the helpers and their duties.

4. Talk about the farm machinery and their usefulness.
   Example: This is a tractor. etc.
   This a rake. etc.

5. Talk about the animals.
   a. Learn the names of the baby animals, mothers, fathers in some cases.
      Example: Rooster, hen, and chicks. etc.

   b. Note physical differences in the animals
      Example: -Chickens have two legs and beaks
      -Horses have four legs
      -Ducks have webbed feet, a long bill and can swim.

   c. Note that farm animals are tamed.

   d. Learn the products these animals give us.
      Example: Chickens give us eggs.
      Teacher may display these in chart form.

ACTIVITIES:

6. Make a farm mural.

7. Paint farm pictures for display.

8. Make farm animal mobiles and hang them from light fixtures or from the ceiling.

9. Check the film strip center for filmstrips on the farm.

10. Check the library for books about the farm.

11. Learn songs about the farm.
    The Farmer in the Dell
    Old MacDonald Had a Farm

    The Kindergarten Book
    A Getting-Up Song p. 114
    Mrs. Hen & Little Chick p. 115
    I went for a Ride in the Country p. 115
    Mary Had a Little Lamb p. 116
    Thank you, Pretty Bossy Cow p. 116
    My Black Hen p. 117
    The Hen p. 118
    Little Ducky Duddle p. 118

12. Dramatize a farm situation.

13. Plant some seeds that germinate quickly.
    Talk about the materials that are needed when one plants.
    Good soil, seeds, water, and sun.

14. Display a seed chart. Encourage children to bring various kinds of seeds to school.

PETS

UNDERSTANDINGS:

1. There are many pets-cats, dogs, rabbits, birds, fish, frogs, turtles, ducks, goats, ponies, lambs, chickens, etc.

2. Learn to assume the responsibilities they require.

3. Develop an interest in and an affection toward pets.

4. Become aware of the characteristics and habits of pets.

5. Note differences between tamed and wild animals.

ACTIVITIES:

1. Display pictures of pets.
   Talk about these pictures.

2. Cut 9"x11" cards and paste pictures of pets on them. Use these to learn the names of the animal, some of their habits, their characteristics.
   Examples: This is a pig.
   Pigs have four feet.
   Pigs like to play in the mud.

   This is a rabbit.
   A rabbit has four feet.
   He hops very fast.
   He has long ears.
   Sometimes we eat rabbits.

3. Observe the legs, feet, claws, beak, teeth, ears of the pets.

4. Talk about the eating, sleeping, moving habits and the sounds they make.

5. Note likeness and differences in pets.

6. Make a pet booklet.

7. Encourage the children to talk about their own pets or bring them to school for observation.

8. Draw and paint pet pictures.

9. Sing songs about pets.

<u>The Kindergarten Book</u>:

Here comes Our Rabbit p. 112
Puppy Tail p. 112
Two Little Kitty-Cats p. 112
Kitty-Cat p. 113
Little Dog, What do you say? p. 113
I Had a Little Pony p. 113
Doggy and Kitty p. 110
My Kitty p. 110
Kitty-Pretty p. 110
My Pony Bill p. 111
Peter Rabbit p. 111

TOYS

UNDERSTANDINGS:

1. We play with the toys.

2. We play with the toys certain times of the day.

3. We take care of the toys. When play time is finished, we put the toys away.

4. We share the toys.

ACTIVITIES:

1. Talk about the toys in the classroom. Notice that they are in a certain place, therefore the children should be responsible for putting them away when play period is done.
   Example: We have eight trucks.
   We have four dolls.
   We have dishes.

2. Display charts on toys or have large blank tagboard tacked to the bulletin board and have children look through magazines for toy pictures, cut them and paste them on this tagboard. Later talk about these charts using complete sentences.

3. Paint pictures of toys.

4. Encourage children to bring some inexpensive toy to school for Show and Tell time.

5. Make a booklet on toys.

6. Set up a toy shop. Talk and dramatize a store situation. Learning the names of the toys and having experiences with toy money is involved.

7. Make simple toys:
   Horse-need old men's socks, long sticks, yarn, buttons, and felt scraps for ears, and stuffing (cut-up plastic cleaning bags or newspaper)
   Cut the toe end of the sock and sew in a red felt mouth. (teacher-made) Let the children stuff the sock and tie it securely to the long stick. Ears cut from felt can be blued to the head and buttons sewed on for the eyes.

8. Songs about toys: <u>The Kindergarten Book</u>
   Doll's Lullaby p. 129
   We're Wooden Soldiers Marching p. 130
   Jack-in-the-Book p. 127
   Jumping Jack p. 127
   I'm Spinning Top p. 127
   Dolly p. 128
   Teddy Bear p. 128
   My Top p. 128

TOOLS

UNDERSTANDINGS:

1. Tools are helpful.

2. There are many kinds of tools.

3. Some tools are too large for us to have in the room.

4. Both mother and father have tools. Mother doesn't use the same tools as father does.

ACTIVITIES:

1. Display charts and pictures of tools. Real tools may be set out. Have tools that father uses and tools that aid mother in her work. Talk about the pictures and the real tools. How do they help us? How do we use them? How do we take care of them.

2. Check the tools we use in the classroom. Noticed the tools that the janitor uses , those that the cook uses and those that the nurse uses. Talk about these tools.

3. Let the children look through magazines for tools, cut them and paste them on large tagboard and identify them.

4. Have individual tagboard, 8½x11, with pictures of tools ready for the children to talk about.
   Examples: This is a hammer.
   Father uses a hammer.
   I use a hammer to pound in the nails.

   This is a nail.
   We use nails to build our houses.

   This an egg beater.
   Mother uses this when she bakes a cake.

5. Check the Science section for Simple Machines.

6. Songs - <u>The Kindergarten Book</u>
   Rap-a-tap-tap p. 126

COMMUNICATION

UNDERSTANDINGS:

1. There many machines that help us. Some help us to talk better. Some help us to listen better. Some help us to talk to others quickly. Others let us listen and see many things.

2. There are other means of communication than machines. We learn about other people through the newspapers, magazines and just by talking with other people.

ACTIVITIES:

1. Display pictures on communication:
   Radio
   T.V.
   Telephone
   Tape recorder
   Phonograph
   Newspapers Magazines
   Talking to friends

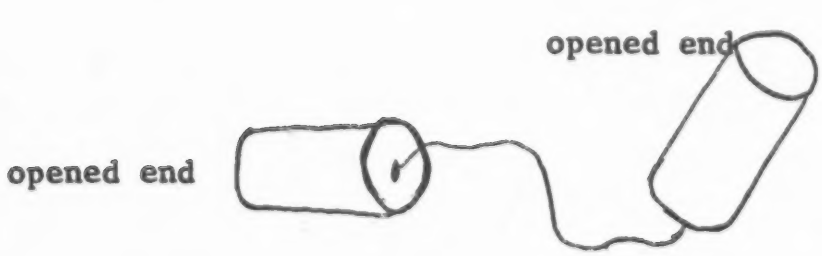
2. Talk about the Navajo Times, The newspaper most Navajo homes get.

3. Listen to a radio or television. There are times when the kindergarten program on Channel 5 is appropriate.

4. Carrying on a conversation by play telephone. Learn the correct way in answering the phone. Make a home-made telephone. Take two pop cans and cut the tops off. Punch a hole in the opposite ends and tie a string from one hole to the other. Have one child hold one can over his ear and the other child talk into the other can. Be sure the string is pulled tightly.

5. Sing songs on communication: The Kindergarten Book
   Telephone p.125

   Time for school p. 126



TRANSPORTATION

UNDERTANDINGS:

1. Note the different ways animals travel-hop, jump, walk, crawl.

2. Animals help people travel. Horses, camels, donkeys, ponies, and dogs.

3. Today many people get places by walking, riding, cars, buses, bicycles, wagons, trains, and airplanes, and sailing in ships.

4. People travel long distances and can get places quickly. Buses, cars, planes, trains, ships.

5. There are trained persons who help drive buses, pilot airplanes, and run the trains.

ACTIVITIES:

1. Display pictures on the different methods of travel.
   - Men walking
   - Men on horses
   - Men on camels
   - Men in wagons
   - Cars, trucks, pickups
   - Buses (Greyhound and Continental Trailways)
   - Trains (Freight and passenger)

2. Talk about these pictures.

3. Paint or draw pictures on transportation.

4. Cut transportation pictures from magazines.

5. Make a train--collect milk cartons. Paint or cover them with construction paper. Attach wheels cut from tagboard and colored. Arrange them in the form of a train. The engine and caboose are teacher-made.

6. Play train. Line children up and have each one place his hands on the person's arm in front of him. Have all children move their arms in the same direction as they go around the room. Let first child make the sound of the engine.

7. If possible, visit the train station, airport and bus station.

8. Sing songs: <u>The Kindergarten Book:</u>

I am a Big Train	p. 131	I'm an Airplane	p. 134
Train	p. 132	In a Bus We Come	p. 134
All Aboard	p. 133	I'd like to be	p. 135
Airplane	p. 134	Who Will Ride the Bus?	p. 136

SPECIAL OCCASIONS

HALLOWEEN

Understandings:

1. Halloween is an occasion with which we associate certain objects, animals, and colors.
2. It is a day of "make believe" and fun.
3. We need to observe rules to ensure a safe and happy Halloween.

Activities:

1. Display Halloween pictures and decorations - animals and symbols.
2. Make masks. Those who have Halloween suits may wear them that day.
3. Draw and paint Halloween pictures.
4. Decorate a bulletin board with a Halloween frieze.
5. If a party is planned, have decorated napkins, place mats, and straws etc. Keep the refreshments to a minimum.
6. Carve a "Jack O Lantern" Light it with a flashlight and place it in a darkened area.
7. Mimic witches, cats, ghosts during the rhythm period.
8. Form a Halloween parade and visit other rooms. Invite other rooms to visit you.
9. Learn Halloween songs: <u>The Kindergarten Book:</u>

Halloween Is Coming	p. 73
See My Big Eyes	p. 73
Boo!	p. 73
I'm a Jack O Lantern	p. 75
Halloween Has Come	p. 75

10. Check library for books on this day.

BIRTHDAYS:

Understandings:

1. Your birthday is your own and it never changes.

2. Your birthday marks the time when you become one year older.

Activities:

1. Talk about each child's birthday. Keep a record of each birthday and if it occurs during the school year, recognize it. Have a "Birthday Chair" and a "Birthday Hat" the child can use that day. Sing "Happy Birthday".

2. For those who aren't aquainted with birthday parties, a real party with all the trimmings may be held. Talk about the experience when it is completed.

3. Draw birthday cakes and indicate age by the number of candles on the cake.

4. Sing songs. The Kindergarten Book, Ginn
   My Birthday Is Today p. 71
   Happy Birthday p. 72

THANKSGIVING

Understandings:

1. Thanksgiving is a special "Thank-you" day for all that we have.

2. The first Thanksgiving was established by the Pilgrims. Indians were invited to this celebration.

3. Families celebrate Thanksgiving in different ways. Some go to church, others have a big dinner with many friends and relatives over.

Activities:

1. Display pictures on Thanksgiving.

2. Make a Thanksgiving frieze.

3. Dress-up like Indians and Pilgrims. Make Indian headbands and Pilgrim hats for the boys and caps and collars for the girls. Check Enrichment Section for patterns. If the children eat lunch in the cafeteria, let them go "dressed up" for the occasion.

4. Set aside one bulletin board and title it "Things for Which We are Thankful" and let the little ones cut magazine pictures and tack them on this board. Talk about the many things for which we can be thankful.

5. Check the school library for books about Thanksgiving.

6. Sing Thanksgiving songs.

The Kindergarten Book	
Thanksgiving is Coming	p. 76
Company Is Coming	p. 76
A Big Fat Turkey	p. 76
Gobble, Gobble	p. 77
Prayer	p. 77

CHRISTMAS

Understandings:

1. Christmas is a celebration of Christ's birthday.

2. Christmas is a time to be happy.

3. It is a time for giving as well as receiving.

4. Christmas, for some of us may not be as elaborate as it is for others. For some of the children, it is only what is done for them at the local church or mission or what is done in school.

Activities:

1. Display pictures, symbols associated with Christmas. Talk about these pictures. Encourage the children to talk about this happy occasion.

2. Display Christmas in two forms.
   "A Happy Christmas" - Display pictures depicting the secular aspects of Christmas.

   "A Blessed Christmas" - Display pictures depicting the religious aspects of Christmas.

3. Sing and learn the familiar Christmas songs.

4. Learn finger plays. Consult Finger Play Section. p.

5. Draw or paint Christmas pictures.

6. Trim the tree. Let each child participate.

7. Pop corn and string it for the tree.

8. Set up a bird stand. Check the Equipment Section of the Science Section for construction of the bird stand.

Christmas songs from <u>The Kindergarten Book</u>:

Bells of Christmas	p. 78	O Little Town of Bethlehem	p. 79
Christmas Song	p. 78	Away In a Manger	p. 80
Jingle Bells	p. 82	Silent Night	p. 81
Greeting Song	p. 82	Kitten's Christmas Song	p. 81
Santa's Helpers	p. 83		
Let's Dance Around the Christmas Tree	p. 84		

VALENTINE'S DAY

Understandings:

1. It is a day of giving and receiving.

2. It is a time to be happy

Activities:

1. Make valentines to display in the room. Make valentines for the children to send to each other. This experience involves recognition of their classmates names.

2. Ways to distribute the valentines.
   a. Construct a large valentine box. Fill it with valentines and distribute them on Valentine's Day.

   b. Decorate individual sacks and attach them to the desks. Each child is responsible for caring for his own sack. Fill them with valentines.

   c. Construct a Valentine train. Check the Enrichment Section under February.

3. If a party is planned, have decorated place mats, straws, and napkins. The half pint milk cartons, when cleaned and decorated, make attractive nut cups.
   Keep refreshments to a minimum.

4. Sing valentine songs: The Kindergarten Book
   A Valentine for You p. 86
   When you Send a Valentine p. 86

RECOGNIZE LINCOLN'S AND WASHINGTON'S BIRTHDAYS

Great emphasis isn't given to these days except to acquaint the children with them.

Activities:

1. Make Lincoln and Washington's silouettes.

2. Make Washington's hat. Check the Enrichment Section under February.

3. Display finished work with a "chain" flag. Instructions for the flag are in the Enrichment Section - February.

4. Learn facts about the flag.
   a. Our flag is red, white, and blue.
   b. It has fifty stars.
   c. It has seven red stripes.
   d. It has six white stripes.
   e. It flys over our school.
   f. _____puts it up every morning.

LINCOLN AND WAASHINGTON CONT.

g. _____takes it down every evening.
h. We do not play with the flag.
i. We love our flag.

4. Sing Patriotic Songs.

a. Three Cheers For the Red, White, and Blue

b. We Love Our Flag.
The American Singer Book 1 - p. 66

c. Glory, Glory, Hallelujah!
The Kindergarten Book p. 87

d. America
The Kindergarten Book p. 87

e. Yankee Doodle
The Kindergarten Book p. 89

f. Some of these songs may be sung with the accompaniment of rhythm band.

g. Choose a march and develop it into a flag drill.

EASTER

Understandings:

1. It is a day to be happy.

2. It is a day of sharing.

3. It is a day when we go to church.

4. For some of us it is a day when we display our new spring clothing.

Activities:

1. Display Easter in two forms:
"A Happy Easter" - Display pictures depicting the secular aspects of Easter.

"A Blessed Easter" - Display pictures depicting the religious aspects of Easter.

EASTER CONT.

2. Make paper mache eggs. Blow up balloons, one for each child. Mix wheat paste and begin to cover the balloon with strips of torn newsprint. Cover the balloon with three coverings and let it dry. When it is dried, paint them various bright colors and diaplay them by a large teacher-made rabbit or in a large basket.

3. Draw and paint rabbits.

4. Make Easter baskets.

5. Ask each child to bring a boiled egg. If they are not cooked, boil them and then dry them. Talk about this experience.

6. If a party is planned develop an Easter theme for decorating the room. Hide paper covered candy eggs. Play "Pin the Tail on the Bunny". Make a large Bunny. Get a ball of cotton and blind fold a child and let him try to pin the tail in the right place.

7. Sing Easter songs: <u>The Kindergarten Book</u>:
   Easter p. 91
   Easter Bells p. 91
   Easter Duck & Easter Chick p. 92
   I am Bunny Pink Ears p. 92

3

NUMBERS

Objectives:

1. To acquaint the children with counting numerals 1 - 10.

2. To associate meaning to the counting numerals through daily activities.

3. To build a rich and useful quanititive vocabulary.

4. To acquire the concepts of the simple units of measurement.

5. To solve the simple quantitive problems that evolve from the daily Kindergarten activities.

Guidelines:

1. No quantitive facts should be taught in an isolated drill or in a separate period in the daily program.

2. Experiences with the numerals should be informal and evolve naturally from the day's activities.

3. Charts with the numerals 1 - 10 may be displayed. Be sure that the charts have the numerals and pictures to illustrate the numerals.

4. Use concrete objects and examples to give meaning to the sequence and quanitity. Auditory, visual, and tactual counting are important.

COUNTING

Understandings:

1. How many are there?
2. How many more do we need? (simple subtration)
3. There are too many. Take away_____. (simple subtration)
4. Recognition of money and its value.
5. Recognition of pairs.
6. Recognition of groups.
7. Recognition of ordinals: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.

Activities:

How many boys are here today?
How many girls are here today?
How many are absent?
How many eyes do we have?
How many ears do we have?
How many legs, feet, fingers, hands, noses, and etc?
How many sit at table one?
How many sheets of paper will we need for table one?
How many boys are there in row two?
How many girls are there in row two?
How many snacks do we need today?
How many pairs of scissors do we need?
How many pencils do we need?
How many cravons are in your box?
How many books are on that table?
How many chairs do we need for this group?
How many stripes are in our flag?
How many red strips are there?
How many white stripes are there?
How many stars are there?
How many dolls do we have?
How many trucks do we have?
How many puzzles do we have?
How many fish are in the bowl?
How many plants are there in the room?
How many characters will we need to play this story?
Three Billy Goats
Three Bears
Little Red Hen
Chicken Licken
Marry, may choose four children for this game. Count to see if she is right.
How many times can Billy jump rope without missing?
How many times can Tom bounce the ball? (count aloud)

FORMS

Understandings:

1. Recognize the differences in forms or shapes: circle, square, rectangle cube, diamond
2. Learn the correct names of these shapes.

Activities:

Circle
Make a circle for our game.
Put the chairs in a circle.
We make a circle when we draw the sun, moon, and wheels.
Let the children draw around circle patterns and cut them out and count them.

Square
Some blocks are square.
Cut squared paper.
Some doll house tables are square.
Some boxes are square.
Some windows are square.

Rectangle
The crayon boxes are rectangular.
Some kindergarten tables are rectangular.
Some windows and doors are rectangular.
Cabinets are rectangular.
The large tables are rectangular.

Cube
Some blocks are this shape.
Boxes are this shape.
Some counting beads are this shape.

Diamond
The baseball diamond is this shape.
Cut out diamond shapes.

SIMPLE MEASUREMENTS

Learnings:

1. Learn the concepts of weight, length, and quantity.

2. Learn to use the common measuring tools - yardstick, ruler, cup, etc.

3. Learn to make comparisons and estimates.

Activities:

A chart of height and weight may be kept for each child. Keep thses up-to-date at intervals during the year. (The nurse measures each child's height and weight.)
Line up the children according to size.
John is taller than Mary.
Who is the tallest?
Who is the smallest?

Teach the name of the yardstick and ruler.
Use the yardstick to measure the table. How long is it? Is it one yardstick long or is it two yardsticks long?
Is the table longer than it is wide?
Find a long stick and find a short one.
Put up a large giraffe with height measurements on it and let the children measure themselves.
Keep a set of measuring cups and spoons in the doll house.
Some dolls are larger than others.
Some chairs are larger than others.
Some tables are smaller than others.
Take short steps, take giant steps.
Estimate depth and distance apart when planting seeds.
Compare the temperature outdoors with the temperature in the room.
How many eggs fit into an egg carton? One dozen? Half a dozen?

TIME

Learning:

1. The concept of time is very vague to young children. It will become meaningful to the children as they assume responsibility for related daily activities.

Activities:

Calendar
Mark off the days on the calendar.
Emphasize holidays.
Keep tract of birthdays and recognize them as they occur.
Count the days until the Halloween party. (Valentine, Easter)
Learn that there are seven days in a week. We go to school five days of the week and we have no school on Saturday and Sunday.

Clock
Learn morning, afternoon, evening and night.
Set a play clock to the time for snacks. At intervals compare the room clock with the play clock. Its not time yet, its almost time, now its time for snacks.
Times to look for:
time for stories
time for certain games
time for singing
time for snacks
time to clean-up; give a warning signal, five minutes to clean-up
time for the buses to come
time to go home; We must be ready in 10 minutes. (to the little ones, this means a short time to finish. Hurry)

Time expressions:
Now, its time ...
Its almost time.
Yesterday, we ...
Today, we are ...
Tomorrow, we will ...

Recognize money and its value;

Pennies are needed for milk.

Dimes are needed for popcorn.

Dimes are needed for the March of Dimes. (nickels, quarters)

Experiences with money are made meaningful in role-playing situations. (supermarket, post-office, etc.)

Recognize objects that come in pairs:

shoes	stockings	slippers	gloves
mittens	galoshes	skates	boots
drum sticks	shoe laces	socks	earrings

Recognize groups:

March by 2's

Choose partmers - 2's

Children, wearing brown shoes, please stand up. Count the brown shoes one at a time, then count the shoes two at a time. Notice that it is faster to count by 2's. Do the same for the black shoes.

What vehicle has three wheels?

What vehicle has two wheels?

What vehicle has four wheels?

What animals have four feet?

What animals have two feet?

String 2,3, or 4 beads of one color and 2, 3, or 4 beads of another color.

Learn the ordinals, first, second and third etc.

The Three Billy Goats - the <u>first</u> Billy Goat went over the bridge,e

John may be first today.

Mary is second.

What is your first name? Your middle name is your second name, and your last name is your third.

Who sits at the first table? Who sits at the second table, etc?

Number Games:

"Jack in the Box" game: Children sit in a circle, each child squatting down as if he is in a box. The "Jack" count, beginning with one. As Jack one, says "one" he jumps out of his box. As child two says "two" two jumps out of his box, etc. After all are out they count the opposite way going back in the box.

"Ten Little Indians" The children are numbered 1 - 10. As they sing their "number", take one step forward, making a new line, After all are out they count the opposite way, taking one step backward.

"Five Little Chickedees" Ginn, <u>The Kindergarten Book</u>, p. 37 Line five children in a row. Have them do whatever the song tells them to do. There are five verses to the song telling what should be done. (subtraction or "less than" concept is involved)

"Musical Chair" How many chairs do we need? Is there one less chair than the children? (subtraction or less than)

ADDITION AND SUBTRACTION

Learnings:

"More than" and Less than" are understood as the children put together and take away real objects.

Activities:

We are short how many snacks, today? We are less ? cartons of milk.
Add late comers to the attendance report.
Notice combination of objects about the room. (there are three Billy goats in this book - one big one, one middlesize, and one little one.)
Bring two more pairs of scissors.
Bring one more paint brush.
Ask the janitor for two rolls of paper towels.
Shorten a block tower by taking away blocks.
Notice that when ten children each take away one scissors from a box of twelve, two scissors are left in the box.
Notice that when eight children each take away five pencils from a box of ten, two pencils are left.

VOCABULARY

Arithmetic vocalulary used in daily situations will become functional. During the year the teacher and children will find occasions to use most of the following list of words:

Above
after
all
altogether
and
another
answer
any
around
August
April
autumn
back
before
below
between
big, bigger, biggest
bottom
block
both
bunch
buy
by
count
calendar
cent
change
check
circle
class
clock
clock face
cup
date
day
dime
dollar
down
dozen
draw
December
each
early
earn
eight, eighth
enough
equal
fast, faster, fastest
February
few, fewer, fewest
five, fifth
first
follows
foot
four, fourth
Friday
from
front
group
half
height
hour how many
how much
heavy, heavier, heaviest
high, higher, highest
in
inches
January
July
June
large, larger, largest
last
less, less than
line
little
long, longer, longest
low, lower, lowest
match
mean, means
middle
missing
money
month
more, more than
morning
most
March
May
Monday
need
nickel
nine, ninth
no
none
number, numerals
November
out
o'clock
old, older, oldest
on
once
one, ones
October
pair
part
pay
pennies
penny
piece
place
put
right
right order
round
row
ruler
same as
save
season
second
seven, seventh
shape
side
sign
six, sixth
size
short, shorter, shortest
small, smaller, smallest
spring
summer
September
Sunday
tall, taller, tallest
telling time
temperature
ten, tenth
thermometer
third
today

VOCABULARY CONT:

tomorrow
top
three
together
two
Tuesday
Thursday
under
up
value
weigh, weighs
whole
wide
word
wrong
write
winter
week
Wednesday
yardstick
year
yesterday
young, younger, youngest

PHYSICAL EDUCATION IN THE KINDERGARTEN

Major Objectives:

PHYSICAL EDUCATION IS CONCERNED WITH THE TOTAL DEVELOPMENT OF the child - physical, mental, social, and emotional.

1. To build strong bodies through the exercise of large muscles.

2. To develop skills for successful participation in a wide variety of games, dances, and other play activities.

3. To promote desirable social and personal qualities, such as emotional control, alertness, leadership, fair play, followership, and self-confidence.

4. To provide for the release of emotional and nervous tensions through physical activities.

5. To protect the child from physical hazards in the schoolroom and on the playgrounds.

6. To bring about a variety of skills and recreational interests.

7. To instruct in and insure the practice of desirable health habits.

8. To promote an awareness of good sportsmanship.

General teaching suggestions:

1. Be enthusiastic.

2. Know the material thoroughly.

3. Place yourself where you can be seen and heard by each child.

4. Use brief, exact explanations.

5. Use demonstrations as much as possible.

6. Use a variety of groupings in obtaining partners. See that no child is ever ostracized.

7. Work toward playing the game in small groups.

8. Change the game often - stop just at the peak of fun.

9. In teaching singing games, teach the words to the songs first, then teach all the appropriate actions.

10. Try to bring out shy and backward children.

11. Coach the children during the game in the improvement of game skills.

FUNDAMENTAL SKILLS:

Balancing - Walk across board, placing heel of one foot against toes of other foot at each step. Extend arms sideward for balance, and look straight ahead rather than at the feet. Walk across, and walk back to original place. Walk backward across board.

Bouncing balls - Bounce and catch the ball.
Bounce ball to partner.
Tap (bounceball several times in succession) while standing.
Bounce ball while walking.
Combine bouncing, catching, and tapping in a pattern.

Catching - Catch with two hands a ball or beanbag thrown into air.
Catch ball after a bounce.
Catch beanbag or ball thrown to another individual.

Jumping - Jump in place, landing lightly on two feet.
Jump to musical accompaniment
Jump individual rope.

Kicking - kick ball with feet.

Leaping - Leap over a 12-inch hurdle while running, take off from one foot at a time and landing lightly on one foot at a time.

Throwing - Throw beanbag into air and catch it.
Throw underhand to partner, with vigorous arm swing.

STORY PLAYS:

Lasso the pony - Twirl lasso over head in large circles with right hand about eight times. Throw lasso - lean well forward, arm stretched out, then pull back. Repeat with left hand.

Gallop on ponies - Each group around the corral.

Gallop and pick up handerkerchief - At signal from teacher all stop while still galloping, pick up handkerchief and wave it in the air until they reach the hitching fence. Stretch after a long day while in the saddle.

Cowboy's trick - Throw ball up in the air. Pull out six gun, aim and shoot saying, "Bang" as trigger is pulled.

Cleaning House

Open windows - Reach up to pull top ones down. Push up lower ones.
Roll up rugs - Stoop and walk forward a few steps as you roll rugs.
Carry rugs out of doors - Shake small rugs.
Beat large rugs - Kneel on one knee. Use beater in right hand And then in left. Use beater in both hands.
Wind carries dust away - Skip around the room.
Run into house and sweep floors.
Get rugs and replace them on floors.
Wipe furniture with cloth - Reach up high to clean shelves.
Welcome guests and entertain them. Play a game.

March Winds

Tops of trees bowing to the wink. Bend forward and backward slowly. Sideward right and slowly left. Repeat.
Trees bending trucks to the wind - Feet sideward. Place hands on hips. Bend body right and left slowly. Repeat.
The windmill - Raise arms sideward shoulder high. Lower right raise left. Reverse movement. Repeat.
The dancing leaves - Light running steps in place, run around in place several times, hop on one foot, then the other.
Wind blowing limbs of trees to ground - Bend and stretch knees.
Skip home out of the wind.

Fire Department

At fire alarm firemen slide down poles and throw open doors.
Going to the fire - run ringing bells.
At the fire put up ladders and use water on the fire.
Climb up ladders.
Throw light objects out of windows. Carry heavy ones down ladder.
Ride back to fire house - Walk briskly.

"Indian"

Walk like Indian warriors - Arms folded on chest, head erect, and stepping very high.
Sighting game - Jump up from a sitting position. Place right hand over eyes and look to right. Repeat to left.
Shooting with arrows - Kneel on right knee. Twist body to left and take arrow from quiver at left side with right hand. Hold bow with left hand and place arrow in bow with right hand. Raise to shoulder level with arms extended forward and bent slightly right. Shoot arrow. Repeat movement to opposite side resting on left knee.
Carrying the game home - Pick up game and throw over shoulder. Walk home using big walking steps.

MIMETICS:

Airplanes

Arms extended sideward - shoulder height and run forward bending body from side to side.

Bicycling

Running in place, bringing the knees high up in front. Arms forward as though holding handle bars.

MIMETICS CONT.

Chopping Wood
Feet slightly apart, hold ax over right shoulder and swing down to left, twisting body. Repeat to other side.

Jumping Jack
Jump with feet apart and hands clasp over head. Jump with feet together and hands at side.

Elephant
Walk bending forward, arms swinging as a trunk.

Birds
Run in place or forward lightly, flap arms as wings.

Jointed Dill
Walk stiff legged and move arms and head in stiff stilted movements.

Horses Galloping
Running with one foot always leading the movement.

Jumping Rope
Jump lightly in place swinging own rope.

Clowns
Walk jiggling the body all over. Then hop and run a few feet.

Windmills
Two children stand back to back with opposite arms raised over head, others extended downward forming four arms of a windmill. Change arms in time, swinging them sideward to give the effect of windmill turning.

Washing Machine
Stand with feet apart, arms extended about half way between side and shoulder. Turn the body from side to side imitating the agitator in a washing machine. Feet should be kept stationary and elbows straight.

Row Boat
Two children sit cross-legged on the floor facing each other; clasping hands and rocking back and forth as the motion in a swing.

Puppy Dogs
Stand on all fours with feet and hands apart. Keeping legs almost straight and back high, walk on all fours with short steps.

Little Man-Big Man
Bend knees deeply, carrying arms down in front, between the knees, backs of hands touching the floor. Rise on toes. Stretch arms over head. Repeat.

MIMETICS CONT.

Bouncing Ball

Jump up and down lightly on the toes, gradually lowering height or jump until a stooping position is reached. This may be performed to rhythmic accompaniment.

Balance the Object

Place beanbag, block, or small book on the head, and walk while balancing it. The child should walk a distance sufficient to test his ability.

Rabbit Hop

Bend to a deep knee position with hands on the floor in front of the feet. Hop forward first with hands and then with the feet, imitating the hop of a rabbit.

Turkstand

Stand with feet crossed and arms folded. Maintaining this foot and arm position and keeping back straight, slowly sit. In same manner, raise to standing position. Arms may also be outstretched.

Kangaroo Jump

Bend knees half way. Carry the hands in front of the chest like paws of the kangaroo. Take small jumps forward.

Seesaws

Partners stand opposite each other holding hands. Children proceed to do alternate squats. Have children bend those knees.

Climbing the ladder

Children remain in one place and pretend they are climbing ladders. Have them raise arms and bend knees high in the air.

Helicopters

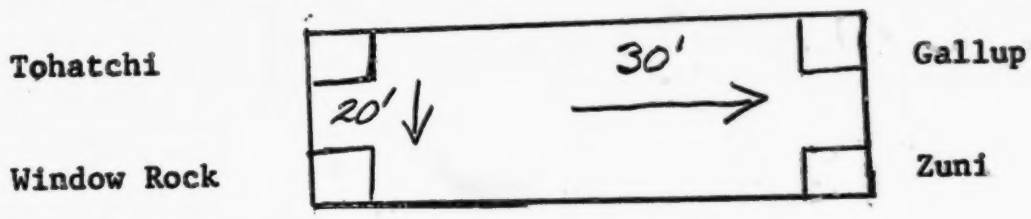
Stand on tip toes with arms stretched out. Proceed to run around on tip toes in a small area.

GAMES

Outdoor Games:

Skip Tag (chasing and fleeing) Players form circle and stand facing center. One child skips around outside of circle and touches another player as he goes by. Child who has been tagged skips after first player and attempts to tag him before he can get back to a vacant place. If player is caught, he goes to center of circle to wait until another child is caught. If not caught, the child has one more turn. Points to consider: Tagging should be done lightly. In order to give turns to many and to keep the game moving, children should skip only a short distance before tagging another.

Airports (mimetic activity, slow run in group) Select an area on the playgound where four corners can be drawn that are from twenty feet to thirty feet apart, as the accompanying diagram show. Each corner is called an airport. Ask the children to give each corner the name of a city so that the airports may have a name. Divide the children into three groups and send them as airplanes to three of the four airports. The airport manager (teacher, at first) calls for the airplanes from one airport to fly to another. Indirecting the airplanes, always select the name of the airport which is empty so that the planes can land. As the game continues, the airport manager sees that the airplanes have a chance to fly to different airports. Points to consider: It may be easier if the manager points to the group and to the destination. If names of cities are too difficult, use colors and mark the corner in some way. After children understand the game, select one of them to be manager.



Little Gray Ponies (mimetic activity, galloping) One child is chosen to be the "Rancher." Two children are chosen to represent the corral. They make a low gate on the corral by holding a rope so that it makes a barrier a few inches from the ground. Six children are chosen to be ponies. The other children sit or stand at one side of the corral, and they chant the following rhyme:

Some little gray ponies are in the corral
And they want to go out and play
Now watch and see them jump over the gate
And gallop and gallop away.

When the chant is completed, the ponies leap over the low gate and gallop about. They continue to gallop until the rancher calls "Whoa". When the ponies stop, choose other children to take their places, and begin the game again. Points to consider: Encourage the children who make the gate to let the rope lay across their hands rather than to grasp it. This technique of holding the rope reduces the chances of tripping.

Ball Race (bouncing of several balls) A series of circles are drawn on the ground to form the circumference of large circle. Two children, starting at same point but moving in opposite directions bounce a ball in each circle. The winner is the one who first completes the circle and returns to starting point whitout making a mistake. Points to consider: Circles should be far enough apart to permit freedom of movement and to prevent interference between two ball bouncers.

Circle Beanbag (underhand throw) Draw a circle on the ground. Children stand five feet away and toss the beanbag, trying to get it into the circle.
Points to consider: Arch on the throw will cause less slide. There should be no attempt to score.

To Market (running, follow the leader) One child is chosen to be the leader. All the other children line up at one end of the playground, and each one chooses to be some kind of vegetable. The leader walks up and down in front of the children and he chants:

When I go walking down the street
I see lots of things I'd like to eat
I'll take carrots, tomatoes, potatoes, etc.
Now my basket's full.

As the leader names the different vegetables, the children who chose to be those vegetables line up behind the leader. When the leader has enough children behind him he announces that his basket is full and he leads the vegetables across the playgound away from the goal line. Finally, the leader says, "Basket upset". At this signal, all the vegetables run home, and the game is repeated by the leader choosing another child to take his place.
Points to consider: Encourage the leader to surprise the vegetables to giving the signal "Basket upset." This will help to increase interest.

Mother Hubbard (form of locomotion indicated) One child is chosen to be "Mother Hubbard." The other children stand along a goal line at one end of the playgound, Mother Hubbard walks toward the other end of the playground with the children following her and chanting the nursery rhyme:

Old Mother Hubbard went to the cupboard
To get her poor dog a bone,
When she got there the cupboard was bare
And so her poor dog got none.

The children continue to chant until Mother Hubbard decides that they are far enough away from the goal line; then she stops and faces them. One of the children then asks, "Do you have a bone in your cupboard, Mother Hubbard?" Mother Hubbard answers, "We'll have to run (hop, skip, jump, slide, gallop) home and see." Where upon all the children go home in the manner indicated by Mother Hubbard. After Mother Hubbard chooses someone to take her place, the game is repeated.
Points to consider: Encourage the children to spread out along the goal line and remain spread out as they follow Mother Hubbard. This reduces accidents. Use a variety of ways to reach the goal line. Select a new Mother Hubbard based upon how well he performed last time out. This reduces racing.

Crossing the Brook

Two lines are drawn to represent the width of the brook. The children run and jump over the brook (taking turns or coming when their name is called) Anyone missing the landing in the brook is sent home to change shoes.
Variation: Jump, hop, leap with both feet.

Drop the Handkerchief

Children stand in a circle. One child runs around the outside of the circle and drops a handkerchief behind a player. The player behind whom it was dropped, picks it up and runs trying to tag the player who dropped the handkerchief before he reaches the place left vacant by the "one" chasing the player. If tagged, he goes into the center or mush pot. The second player then becomes "It" and the game is repeated.

The Huntsman

One child is the hunter. He stands and says, "Who wants to go hunting with me?" He then chooses six or eight children who fall in line behind the hunter who leads them anywhere within a designated area. They follow and do whatever he does. Suddenly the hunter claps his hands and calls "bang" and all run back to their chairs. The first one back becomes the next hunter.

Walking Relay

Children in relay form two, three or four lines. The first player starts at the given signal and walks to the goal, comes back and touches the next player, who goes to the goal and touches the next player, etc.
Variation: Children may hop, skip, or run.

Basket Ball

Children in circle. Wastebasket in center of circle. Children take turns tossing the ball into the basket. They may toss from a line drawn on the floor as well as from their own place in the circle.

Call Ball (underhand toss and catch) A group of players form a circle around a child who stands in the center, holding a ball. As the center player throws the ball into the air, he calls the name of one of the children in the circle. The one whose name is called attempts to catch the ball before it bounces more than one. If he succeeds, he exchanges places with the center player and the ball next. If he fails he returns to the circle to await a later turn.
Points to consider: Circle should be sufficiently large to provide adequate spacing but not so big as to hamper a successful catch. Throw should be directly overhead and far enough from the ground that the catcher has a chance.

The Squirrel and Nut The children form a circle and are the squirrels. The "Squirrels" close their eyes and hold out their hands. One child is choosen to go around the circle and puts a nut in one of the "squirrels". The "squirrel" chases the child around the circle and trys to get back to the place where the "squirrel" stood before the "squirrel" catches him.

Squirrels in the Trees To form the "trees", pair off children and let them hold hands. Place one child in each of the "trees". They are the "squirrels". Choose one child to be the fox and another child to be a squirrel. The fox chases the squirrel who runs about to get in a tree. When squirrrel 1 gets in a tree, squirrel 2 runs out to let the fox chase him. If the fox catches the squirrel, a new fox and squirrel are choosen.

INDOOR GAMES

Wonder Ball

Children are seated in a circle. A ball is passed around the circle from child to child while the following verse is said;

The wonder ball goes around and around.
To pass it quickly you are bound.
If you're the one to hold it last
You are OUT! (CHILD HOLDING THE BALL ON THE WORD "Out" is out of the game.)

Huckle, Buckle, Bean Stalk

Use any small object for hiding. All the children leave the room except one. This one child hides the object in plain sight. The rest of the children are then called back and begin to look for the object. When one sees it he does not say a word but goes directly to his place and says, "Huckle, buckle, bean stalk!" The games goes on until all the players have found the object. The first one to find the object hides it next time.

Lost Child

One child is chosen to blind his eyes. The teacher chooses one child to leave the room. Everyone left changes places in the circle. The child who has his eyes closed tries to guess who is missing. If he cannot guess he must take his place and choose someone else to be "It". When you have played the game several times, one child may do the choosing in place of the teacher.

Call Ball

Children are standing in a circle. One child is chosen to be "It". He must stand in the center of the circle and call out a player's name. The child called must run in and catch the ball before it bounces. If he does he gets to be "It".

Who Has Gone From the Room?

One child is chosen to be "It". He closes his eyes while the teacher indicates which child shall leave the room. After this child has left, the child who is "It" opens his eyes and guesses who has gone. If he manages to name the child correctly, that child is "It" the next time. If he fails to name the child he closes his eyes again, the child returns to the room, and the child who has been "It" guesses who has returned.

Little Tommy Tittle Mouse

Have children form a circle. One child sits in the chair which is in the middle of the circle and closes his eyes. All the children say: "Little Tommy Tittle Mouse,
Living in a little house.
Someone's knocking, "Me, Oh, My"
Someone's calling, "It is I'

At the right place, one child knocks and says, "It is I' The child in the middle of the circle tries to guess who is "knocking". If he guesses correctly, then the child who "knocked" becomes "it".

Dog and Bone

Children may sit at their seats or in a circle. One child is selected to be the dog. He sits in the center and closes his eyes. The god's bone, which is an eraser, block, book, etc. is placed near him. A child is selected by the teacher and he attempts to sneak up to the dog and touch his bone without the dog hearing him. If the dog hears someone coming, he turns around and says, "Bow! Wow! Then, the player must return. A child who is successful in touching the bone before the dog hears him becomes the dog and the game is repeated.

Variation: The game may be changed into a tag. The dog tries to tag the child attempting to touch his bone. That child is safe only by touching the bone or by reaching his own place before being tagged. If he is tagged he is the dog.

Guess Who's Gone?

One child goes out of the room and after he is gone, another child is hidden in the room. The child outside comes back into the room and the group says. "Guess who's gone." The child guesses and if he guesses correctly, that pupil goes out of the room. Game continues.

Musical Chairs

Set up two rows of chairs with their backs facing each other. Remove one chair and begin playing a record. When the music stops each child must find a place to sit. The child left without a seat, is out of the game. The game continues until there are two pupils left for one chair. Music is played and when it stops the pupil who sits in the last chair is the winner.

Pillow Game

Seat children in a circle. Choose one to be blindfolded. Give him a pillow, turn him around a few times and let him go to find a place to sit. The blindfolded person must place the pillow on the individual's lap and then sit down. The person he sits on, makes an animal noise and the blindolded person must guess who it is. If the blindfolded person guesses correctly, then the other person becomes "it".

Chair Skip

Children stand behind their chairs in circle formation. One child is chosen to skip. He skips around the circle and sits in a chair. The child whose chair he sits in, then skips to another chair. The game is ended when all the children are in a chair, then the children return to their own chairs.

Kitty-Kitty

Children seated in a circle. A small box is inverted over some small object (the kitty). A child goes from the room. Another child gets the kitty and hides it in his hands as he sits in his chair. All other children "pretend" they have the kitty in their hands too. The child re-enters the room and peeps under the "box" calling "Kitty-Kitty". The child who has the kitty says "Meow". The other child tries to locate the kitty by the sound.

Block Hop and Carry

Place six blocks in two rows about two or three feet apart. A child hops and picks up the first block, but does not allow his foot to drop, hops and picks up the next block, and so on. He tries to pick up all six blocks without dropping his foot.

Hot Ball

Players seated in circle. A ball is designated as "hot" and rolled from one child to another. The ball must be hit away and not picked up as it is "hot". If picked up by a child, that child sits in his chair and is out of the game. Three outs ends the game.

Block Race

Two chairs are placed at each end of "racetrack". Two blocks are placed on each of the chairs at one end. A child is seated on each of the chairs at the other end. At word "go", the racers run to get a block from the chair facing them, place it on their own chair, run for the other block and place it on their own chair, then run and sit on the chair from which the blocks were taken. The winner chooses another child to race with him, or two different children may be chosen to race.

Poison Chair

More chairs are placed in the circle then are needed by the children and marked in some way and then they are called poisoned and not used. One child is "it". His seat is marked "poison" also "it" calles "change" whereupon all players must change seats. "It" attempts to get a seat. Chairs marked "poison" are not used. Player failing to get a seat becomes "it".

Cross Tag

Several crosses are drawn on the floor. The children chosen to play stand on each cross and one child is without a cross. They skip to music which stops suddenly, and the children attempt to stop on a cross. The child without a cross, drops out of the game and another child takes his place. When all have had a turn, and each cross has a child on it, one cross is erased each time until all are eliminated.

Witch's Carpet

Children seated in a circle. "Carpets" large enough for two or three children to stand on are drawn at intervals in the circle. One child is in the center with a broom and is the "Witch". Twelve or more children may play at a time. The players move around the circle to music, going over the carpet. If the music stops, the children stop wherever they are. If on a carpet, the "old witch" sweeps them off and they are seated. The game continues with new children added to the line of march until all have participated.

Color Race

Pin a colored ball or colored piece of paper on one child's back while another child hides his eyes. At a signal the second child tries to see the color on the first child's back by running around him. The first child tries to prevent his seeing. The players must not touch each other. If the other child sees the ball or paper, he calls out the color.

Visiting Ball

Players in a circle on floor. One player calls the name of some child and rolls the ball to him. He in turn calls on another child and rolls the ball to him. The game continues in this way. This game is especially good at the beginning of the year to aid children in learning each other's name.

Musical Clock

Draw a large clock on the floor with the hours marked in large numbers. Several children skip around the outside of the clock and stop by a number on the clock and tell the time, "It is one o'clock," etc, as told by the number where the child stops.

Bounce and Call

Child stands in center of circle. She tosses a ball up, allowing it to come back to the floor and bounce. She calls the name of a child in the circle who then must attempt to catch the ball on the first or second bounce. If successful, he may toss the ball. If he fails, the child in the center continues to toss the ball. To simplify until children have developed skill in tossing a ball, the teacher may be in center and the child who is called to catch the ball will toss it back to the teacher and the game will begin again.

I Saw

A child stands in the center of a circle and says, "On my way to school I saw_____" and then imitates what he saw. The one guessing correctly goes into the center and the game is played again from the beginning. If no one guesses, the one in the center tells what he was imitating and chooses someone to take his place.

Peter Rabbit and Mr. McGregor

Children seated in circle. Two balls are provided, one named Peter Rabbit and the other named Mr. McGregor. Peter Rabbit is started around a circle by being passed from hand to hand, followed directly by Mr. McGregor, who tries to catch Peter Rabbit. The game ends when Peter safely reaches the hands of the child who started him out or when Mr. McGregor overtakes him or if Peter is dropped during the game.

Shoe Rally

Have each child take off one shoe. Then form two lines. All shoes are placed in a pile in front of the room. On the "Go" signal the first two children run to find their shoe, put it on and run back to the group. The second pair proceed and etc. until all have their shoes. The line finishing first is the winner.

Spoon Rally

Get the children into two lines and give the first two children the spoons. In between the lines is a bowl with two clay balls. On the "Go" signal the first two children must pick up the balls with the spoon and with one hand only and carry them to the front of the room and back without dropping them. If a ball drops, the child picks it up and continue the game. Continue to play until all have had a turn. The line finishing first is the winner.

Animal Upset

Get the children to put their chairs into a circle. Choose a leader who gives each child an animal name. Animal names may be duplicated. Leader then stands in the middle and call some animal name, "lions" etc. All the lions should get up and exchange places. In the process of changing places, the leader should try to get a chair. The child left without a chair, becomes the leader and prodeeds to name another animal name.

HEALTH

Objectives:

1. Establish good health habits and use them

   a. Wash our hands after using the restroom.
   b. Wash our hands and clean the room after using messy materials.
   c. Try to keep our hair clean.
   d. Take our baths or showers.
   e. Wear proper clothing for weather conditions.
   f. Brush our teeth.
   g. Practice good posture.

2. Learn about our bodies and how to care for them

   a. Eat good food. Eat the food on our trays.
   b. Get plenty of rest.
   c. Exercise our body.
   d. Learn the parts of our body.

3. Learn the purpose for immunizations and physical check-ups that the school nurse gives.

   a. Immunizations help keep us healthy.
   b. Check-ups tell us if we need to see a doctor.
   c. Check-ups tell us if we are sick.

Health Guidelines:

1. The teacher should be observant of signs of illnesses, running eyes, unusual fatigue, listlessness, vision and hearing difficiencies, and psychological difficulties.

2. In some schools, showering has to be a part of the weekly program. Along with that, the teacher should be aware of head lice, and impetigo. Consult the school nurse about the remedies.

3. Suggested health charts that are helpful:

   a. Articles that help keep us clean: soap, towels, toothbrushes, shampoo, etc.
   b. Pictures of animals and how they keep their young clean.
   c. Charts on the teeth.
   d. Charts on parts of the body.
   e. Pictures about the care of the fingernails.
   f. Charts on clothing for various seasons and weather conditions.

UNITS OF WORK

FOOD

Understandings:

1. Learn the names of food and their categories.

2. Learn why food is good for us.

3. Learn the different tastes of the different foods on our trays.

4. Learn the sources of food: plants, animal, etc.

Activities:

1. Display food charts. Talk about these charts daily.

   Examples: These are fruits.
   This is an orange.
   This is an apple.

   These are vegetables.
   This is a potato.
   This is a carrot.

2. Make food booklets. For those who need language, have them paste the pictures in the various food classifications: fruit, vegetables, meat, dairy products, etc. When the booklets are completed, talk about them. When talking about these booklets, talk about the food we get on our lunch trays.

3. Talk about the school menu.

4. Plan a tasting party. Take various samples of fruit and vegetables to school. Let the children feel and smell them. Wash them and cut them into strips and let the children eat them. Point out that some vegetables taste better when they are cooked. You can also have fruit juice and bread tasting parties.

5. Make cookies.

6. Make ice cream.

7. Roast weiners.

8. Examine the honey in the honeycomb.

9. Pop popcorn.

10. Have the lunchroom pack a lunch and then go on an outing.

Activities:

11. Make "No Cook" Peanut Butter Fudge.
    Blend peanut butter and syrup in large mixing bowl. Measure nonfat dry milk and sifted confectioner's sugar and add all at once. Mix all together: first with a spoon, and then with the hands, knead in dry ingredients. Turn onto board and continue kneading until mixture is well blended and smooth. Let the children share in molding the candy.

12. Plant seeds. (Planting is also suggested in the Farm Unit)
    Talk about the materials that are needed when you plant: good soil, seeds, water, and the sun.

13. If possible, visit a supermarket and then set one up in the classroom. Encourage the children to bring all sorts of empty cereal boxes and food cans for the market. Numbers are involved as well as art.

14. Paint pictures about food.

SELF REALIZATION
Our Body

Understandings:

1. Learn the parts of our body.

2. Learn to care for our body: keep it clean, eat good food, and get plenty of rest.

3. Notice how we are put together.

   Examples: Notice how the arm fits into the body.
   Notice our legs and how they help us move.
   Notice how our head is connected to our body, etc.

4. Learn to dress for the seasons.

Activities:

1. Display charts of the body. Talk about them. Look at yourself in the mirror and talk about yourself. Notice how we are put together. Notice the hair and other physical features that make out appearance attractive. Talk about cleanliness, exercise, eating good food, and getting plenty of rest.

2. Talk about proper dress for the seasons. Cut pictures from magazines on clothing that we wear during the seasons. Dress a paper doll appropriately for the different weather conditions.

3. Have a unit on teeth.

   a. Display charts on teeth, the dentist, and good food and sweets that affect our teeth. Talk about these pictures.

   b. Demonstrate proper brushing of the teeth.

   c. Sing: To the tune of "Mulberry bush"

      This is the way I brush my teeth, etc.
      So early in the morning.

   Sing: To the tune of "Row, Row, Your Boat."

Brush, brush, brush your teeth,
Brush them everyday.
Father, mother, sister, brother,
Brush them everyday.

Drink, drink, drink some milk,
Drink some everyday.
Father, mother, sister, brother,
Drink some everyday.

Eat, eat, eat some fruit,
Eat some everyday.
Father, mother, sister, brother.
Eat some everyday.

(Substitute an apple or an orange).

Activities cont.

4. Talk about the five senses: See, Smell, Touch, Taste, and Hear. Emphasize these in the other areas of the Curriculum: Science, Art, Social Studies, and Physical Education.

5. Talk about immunizations and physical check-ups.
   Dramatize immunizing on one of the pupils.
   Dramatize an examination given by a doctor.
   Use a play Doctor's kit.

6. Sing songs about the body.

   a. "Nice And Clean", to the tune of "Mary Had A Little Lamb".

      Johnny had a bar of soap,
      A bar of soap, a bar of soap.
      Johnny had a bar of soap,
      He used it everyday.

      His face and hands were always clean,
      Always clean, always clean.
      His face and hands were always clean,
      He used it everyday.

      Mary had a toothbrush,
      A toothbrush, a toothbrush.
      Mary had a toothbrush,
      She used it everyday.

      Bobby had a comb and brush,
      Comb and brush, comb and brush.
      Bobby had a comb and brush,
      He used them everyday.

      Laura wore a nice, clean dress,
      Nice, clean dress; Nice, clean dress.
      Laura wore a nice, clean dress,
      A nice, clean dress today.

   b. "Parts of My Body", to the tune of "Lazy Mary".

      My eyes, my ears, my nose, my mouth,
      My eyes, my ears, my nose, my mouth.
      My eyes, my ears, my nose, my mouth,
      And these are parts of my body.

      My arms, my hands, my fingers, my hips,
      My arms, my hands, my fingers, my hips.
      My arms, my hands, my fingers, my hips,
      And these are parts of my body.

      My foot, my knees, my stomach, my back, etc.
      My Leg, my ankle, my fingernail, etc.
      My lips, my fist, I'll hold my wrist, etc.
      My ankle, my waist, I'll pat my chest, etc.

Activities Cont.

c. Sing: To the tune of "Little Brown Jug"

A-ha-ha, you and me.
We're as clean as we can be.
A-ha-ha, all can see
John's as clean as he can be.

d. Poem:

A-choo, a-choo, a-choo,
I don't know what to do.
Something makes me sneeze and sneeze,
A-choo, a-choo, a-choo.

SCIENCE

Objectives:

1. To help children to appreciate the world we live in:

   a. The contents of the world --- stars, planets, the sun, the moon. rivers, mountains and flat land, plants and elements, people and animals.

   b. The natural order of the world --- the sun and rain make it possible for plants to grow. Animals live on plants and other animals. Everything in nature has a purpose.

   c. The variety of the world --- the changing seasons, growth, night and day, the effects of hot and cold.

2. To make children aware of their environment:

   a. The various colors and shades of color.

   b. Sights, sounds, feel, taste, smell --- children should use each of their senses and should be able to discrimnate: bright and dim light, variations of pictch and loudness, hard and soft. rough and smooth, sweet, sour, bitter, salty, faint and strong odors.

   c. People, animals, things which they are likely to be in contact with in the community.

3. To help children to begin to look at things scientifically:

   a. How occurrences in nature cause changes in things.

   b. An understanding of how some simple machines work.

   c. A basic understanding of what electricity does.

4. To strengthen and develop the natural inquisitiveness that children possess.

5. To strengthen and develop in children powers of observation, including development of each of the five senses.

Science Guidelines:

1. Provide opportunities for the comparison of things on the basis of various criteria, such as:

a. size	f. weight
b. form	g. consistency
c. color	h. sound
d. texture	i. taste
e. smell	j. function

Science guidelines, cont.

2. Provide opportunities for the children to use all their senses in examining things.

E.g.

Look at the tree.
Can you draw the tree?
What colors do you see?
What are the parts of the tree?
Listen.
Can you hear the wind blowing through the leaves?
Approach the tree.
Does the bark of the tree have a distinctive smell?
Do the leaves have a smell?
Are there fruit or blossoms on the tree that have a smell?
Feel the bark of the tree.
How does it feel?
How do the leaves feel?
Are there fruit or nuts on the tree?
What do they taste like?

3. Emphasize the similarities between different animals and between men and animals.

   a. They have similar needs --- food, shelter, safety, reproduction.

   b. They use similar methods to obtain these needs.

   c. Animals have a style of living --- a social structure. There are similarities in these social structures.

4. Emphasize the natural order of the world --- the dependence of living things on elements and on other living things which nature provides and in turn provides for.

5. Emphasize growth and development patterns which occur in nature. Everything in nature is in a constant state of change.

6. Whenever possible, provide first hand experiences for children with plants, animals, objects, to augment classroom discussions.

7. Emphasize that things in nature can be sometimes our friend and sometimes our enemy. For example, fire, which we use to cook our food and to keep our houses warm, may also be the cause of destruction.

LIVING THINGS

ANTS

Learnings:

1. Some of the ant's ways are much like ours.

2. Ants are very cooperative and have learned that to get along they must work together and help one another.

3. They help each other dig tunnels.

4. They communicate with each other.

5. They clean one another.

6. They feed other ants. They even chew food for other ants. When ants are young they are called larvae. They look like little worms.

7. The larvae turn into pupae, which look like mummies and are usually piled together until they hatch.

8. Ants take care of their young and give them the best place to live.

9. Workers are found in the ant community.

10. The workers are wingless.

11. Workers are neither male nor female.

12. The males and females both have wings.

Activities:

1. Observe ants and their way of life with a magnifying glass.

2. Place ant nest in ant trap for observation. Ant trap may be purchased or made. See Equipment Section for directions.

3. Ant nests can be found by the piles of dirt they make around their holes, by turning up stones, or by following an ant carrying food to its home.

4. It is necessary to obtain the queen ant.

5. Do not mix two kinds of ants.

6. Soil in the trap should be kept slightly moist.

7. Feed ants dead spiders, bread crumbs, small food scraps, cracked rice, sugar and water, and honey. Notice ants communicating with each other regarding food.

8. After ants have been without food for a day or two and food is put in the ant trap, the first ants to find it return in quite a state of excitement and tell the others.

HONEYBEES

Learnings:

1. Bees are helpful insects.

2. They go from flower to flower gathering a fine yellow dust called pollen.

3. They are helping flowers make seeds.

4. Some plants cannot make seeds if their pollen is not carried from one flower to another.

5. Bees also use pollen for food.

6. Bees get a sweet juice, called nectar, from flowers. Honey is made from nectar.

Activities:

1. Secure, if possible, a glass-sided section of a beehive which has been stocked with bees. Observe activities of the bees.

2. Plant tulips outside the kindergarten room. If the project is successful and the bees arrive, notice their activities.

3. Take a field trip later in the spring and notice the bees going from one wild flower to another.

4. Check the school library for books on bees.

BIRDS

Learnings:

1. Birds have feathers, beaks, claws on their feet.

2. They differ in color, shapes, formations of the tails and beaks.

3. Birds help destroy harmful insects.

4. They eat seeds. Some eat small animals.

5. They live in nests.

6. Some birds make good pets.

7. Birds make pleasant sounds.

Activities:

1. Put up a bird feeder outside the classroom. Observing birds will enrich the classroom discussions.

2. Care for a pet bird.

LIFE IN THE AQUARIUM

Learnings:

1. Plants and animals in an aquarium depend on each other.

2. Animals give off carbon dioxide for plants.

3. Plants supply oxygen for animals.

4. This same thing happens in ponds and lakes.

5. Snails keep the aquarium clean.

Activities:

1. Set up an aquarium. Place about two inches of clean sand, water, and equal amount of animals and plants. Stones hold the plants down and make it attractive. Water for the aquarium should stand for several days before adding animals.

2. An aquarium needs plenty of light but direct sunlight will heat the water too much.

3. Goldfish are usually used as they are hardy and do not require much attention. Snails help keep the aquarium clean.

4. Feed the fish fish food. Do not overfeed them.

5. As the children observe the fish, a situation for conversation is created.

PLANTS

Learnings:

1. Plants need soil, water, and the sun.

2. Plants have roots, stems, and leaves, and fruit in some cases.

3. Plants grow from seeds.

4. Some plants are small and some are tall. (trees)

5. Some plants give shade.

6. Some plants grow best during various seasons. (spring and winter)

Activities:

1. Display the charts on seeds.

2. Set up a planting project in the classroom. Let the children provide their planting containers, get the soil, plant their seeds, and water them.

3. When the plants begin to sprout notice the leaves, stems. If various fruit or vegetables seeds are planted, let the children compare plants as to the likeness and differences of the leaves and stems.

4. Plant bean seed in two pots. After they have grown four inches tall, put one under a box. Observe it after a few days have passed and compare it with the other bean plant.

5. Spout a sweet potato.

6. Spout some carrot tops. Use large unwrapped carrots. Cut them off an inch from the top, and place them in a inch of water. Be sure that they are kept moist mornings and evenings.

7. Begin a seed collection.

MOTHS AND BUTTERFLIES

Learnings:

1. When a moth grows, it changes from an egg to a caterpillar, than to a cocoon, and finally to a moth.

2. When a butterfly grows, it changes from an egg to a caterpillar, than to a chrysalis (kind of cocoon), and then to a butterfly.

3. Caterpillars eat fruit and vegetables such as tomato plants, heads of cabbage, roots, leaves, and stems. They are harmful in this stage.

4. A moth has a fat heavy body.

5. A butterfly has a slimmer body.

6. Butterflies have knobs on the end of their feelers.

7. When butterflies are not flying, they usually keep their wings folded up over their backs.

8. Butterflies fly mostly in the daytime.

9. Moths that are not flying usually keep their wings out straight like the wings of an airplane.

10. Moths fly almost always at night.

Activities:

1. Place caterpillars in an insect cage. (Insect cage directions found in Equipment Section.) Observe the cycle which is the same for moths and butterflies. Observe the differences between moths and butterflies.

2. Make caterpillars out of egg cartons.

3. Draw butterflies.

Poem

A BIG SURPRISE Author Unknown

This caterpillar is very queer
In many, many ways:
Milkweed leaves are all he eats,
He never, never plays.
He eats so much he bursts his suit,
But little does he care,
As each suit splits and tumbles off
Another suit is there.
And then when he is all grown up
To caterpillar size,
He hides himself in his overcoat,
To give a big surprise.
For while he is hiding, Oh my, my, my--
He turns into a butterfly.

GRASSHOPPERS

Learnings:

1. Grasshopper eat leaves of plants.
2. They are very destructive.
3. They can jump great distances.
4. Some are large and others are small in size.
5. They lay eggs.
6. They have hard bodies and long legs.
7. They do not store food for winter.

Activities:

1. While on a field trip, have children chase grasshoppers. They will enjoy trying to catch them.
2. Check school library for books on them.

SPIDERS:

Learnings:

1. Most spiders have eight legs.

2. They kill other insects.

3. Spiders spin silk from their bodies to spin webs.

4. Some webs are sticky and cause other insects to be caught in the webs.

5. Most spiders are not poisonous or harmful but some are. They should be left alone.

6. "Daddy Longlegs" is only a relative of the spider: he cannot spin a web.

Activities:

1. Observe spiders in the grass, on fences, or in dark corners.

2. Place them in a terrarium or a large jar covered with screen wire. Catch flies and small objects for them to eat.

3. Observe them with a magnifying glass. Observe the form and structure of their webs.

4. Experiment to find which threads in the web are sticky and elastic and which are dry and inelastic. Notice in which part of the web the spider is found. Touch the web gently and observe how the spider acts.

5. Learn Poem SPIDER WEBS

The spiders were very busy last night
From every fence and tree
They hung their lacy webs
For all to see.
The mist was busy, too
In the stillness of the night
It strung the spider's web with pearls
To catch the morning light.

Author Unknown

6. Sing The Eency Weency Spider. <u>The Kindergarten Book</u>

LIZZARDS AND HORNED TOADS

Learnings:

1. Some lizards are found in the desert; others in damp, dark places.

2. Horned toads are found in the desert.

3. A horned toad is not a toad but a lizard.

4. They have long sticky tongues which they use to catch live food.

5. Horned toads eat ants and worms; lizards eat flies, crickets, and worms.

6. They help destroy garden pests.

7. If a lizard loses his tail, he will grow a new one.

8. Lizzards shed their skins.

Activities:

1. Place a horned toad or other lizard in a terrarium with a screen wire top. Observe the quick motion they make with their tongues when they catch food. Notice the texture of their skin by examining with the magnifying glass.

WEATHER

AND

ATMOSPHERE

WEATHER

Learnings:

1. Sun, rain, wind, snow, fog are weather.
2. Weather changes often.
3. Seasons are summer, winter, spring, and autumn.
4. People wear clothes according to the weather.

Activities:

1. Keep weather charts.
2. Keep a chart on the seasons.
3. Take seasonal walks. Notice the change in seasons.
4. Display charts of clothing appropriate to each season.
5. Sing songs about the weather.

CLOUDS

Learnings:

1. There are different kinds of clouds.

2. Clouds come in different colors and shapes.

3. Some are high in the sky, others closer to the earth.

4. Clouds float in the air.

5. The wind moves the clouds.

6. Clouds are made from tiny drops of water or tiny ice crystals.

7. Rain falls from clouds. Rain clouds are usually very dark.

8. Clouds between us and the sun make shadows on the ground.

Activities:

1. On a day when the sky is filled with clouds, observe sizes and shapes of clouds. Observe clouds on rainy days and windy days. Talk about the wind pushing the clouds. Observe cloud shadows on the ground.

2. Made cloud pictures. White tempera or chalk on blue is effective.

3. Fill a tall jar with hot water, then empty it except for an inch of water in the bottom. Hold a pan filled with ice over the jar. As the warm air rises from the bottle, it strikes the bottom of the cold pan, and the tiny drops of water in the air suddenly cools and produces clouds or fog.

FOG

Learnings:

1. Fog is a cloud close to the ground.

2. Fog can be seen.

3. Fog is quiet.

4. It keeps us from seeing the sun.

5. If feels wet.

6. It makes cars and trains go slower because drivers cannot see. Sometimes airplanes cannot fly when the fog gets too heavy.

FOG CONT.

Activities:

1. On a foggy day, have the children go outside and "feel" the fog. Ask them what they see and hear. Observe what happens to the plants, buildings, or any object in fog. Notice how it moves in and lifts silently.

2. Ask how else water comes from the sky.

3. Talk about safety in transportation in fog.

AIR AND WIND

Learnings:

1. Air is everywhere around us.

2. It has no color or shape.

3. It cannot be seen.

4. Air moves about.

5. Air pushes.

6. We must have air to breathe or we cannot live.

7. Animals and plants must have air to live.

8. Wind is air in motion, moving sometimes slowly and sometimes fast.

9. Wind blows in different directions.

10. Wind dries clothes.

11. Wind dries water (evaporation).

12. Wind moves things such as seeds, kites, boats, clouds, trees, windmills, dirt, sand. It helps airplanes fly.

13. Wind may be warm or cool.

14. The wind is not our friend when:
    It kills plants.
    It blows down buidings.
    It breaks down trees.
    It spreads fire.

Activities:

1. When the wind blows, observe what happens to---leaves, dirt, seeds, hats, clothes, trees, flags, clouds, kites.

2. Put two wet spots on the blackboard. Fan one and not the other. Talk about what happens.

3. Construct pinwheels and fly them.

4. Fly kites.

5. Crush a piece of paper towel and put it in the bottom of a tall glass. Invert the glass in water. (Be sure to place the glass straight down) Remove the glass and feel the paper.

6. Place a cork in water. Invert glass over it. Discuss why the cork does not move to the top of the glass.

7. Fill a balloon with air. Hold a piece of paper near the mouth of the balloon and release the air.

8. Learn Poem WHO HAS SEEN THE WIND
BY Christine Rossetti

Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling,
The wind is passing by.

Who has seen the wind?
Neither you nor I.
But when the trees bow down their heads
The wind is passing by.

9. Invert a glass in a bowl filled with water. Be sure to place the glass straight down. Notice how air takes up space. Later tilt the glass and place it in the water again. Notice the air bubbles rise to the top as the water enters the glass.

SUN

Learnings:

1. The sun gives us light and heat.

2. The sun shines all the time but we cannot see it all the time. Talk about what causes night and day.

3. The sun shines through the air.

4. Sunlight is good for us.

5. It helps our plants grow.

6. Sunshine makes shadows.

7. Sunshine feels warmer in summer than in winter.

Activities:

1. Touch metal objects one placed in the sunlight and the other placed in the shadows.

2. Play shadow tag.

3. Trace a child's silhouette.

4. Have a child go into a dark closet and then tell the class what it was like. Compare with daylight.

5. Measure children's shadows at different times of the day.

6. Drive a stick into the ground and mark the shadow at different times of the day.

7. Grow one bean in the sunlight and another in the darkness.

8. Blindfold a child and take him from sunlight into shadow. (Feel warmth)

RAIN

Learnings:

1. Rain is water which comes from the clouds.

2. Rain waters plants and helps them grow. It washes plants and other things. It washes away soil.

3. When it rains we wear our coats and boots, if we have any. Often we do not play outdoors when it rains.

4. Sometimes there is thunder and lightning when it rains.

5. Lightning is electricity jumping through the air.

6. Thunder is the noise that air makes when lightning jumps through it.

7. A rainbow is made when the sun shines through raindrops.

Activities:

1. Mark rainy days on your weather chart with tiny umbrellas.

2. Sprinkle a plant to simulate rain and leave another without water in your classroom.

3. Look for a rainbow following a rain.

4. Blow bubbles and note the rainbow colors.

5. Note the mud rain can leave.

6. Draw and paint rainly pictures.

7. Sing songs about the rain.

8. Poems

A RAIN STORY

By Louise M. Oglevee

"Pitter, patter, pitter, patter," Hear the raindrops say, But, if a sunbeam should peep out, They'd make a rainbow gay.	Tap fingers for raindrop Arch arms and hands for rainbow.
"Rumble, rumble, rumble, rumble," Hear the thunder say, But soon the clouds will all be gone, And we'll go out to play.	Doubled up fingers of th fist to make fumble as knuckles roll back and forth on table. Hands over head, then separate to make clouds away.

RAIN
by Robert L. Stevenson

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

SNOW

Learnings:

1. Snow is made of ice crystals.

2. It is cold and wet.

3. It falls in winter.

4. Snowflakes fall quietly.

5. Snow is white.

6. It makes the things it covers look different.

7. Melting snow fills our lakes.

8. Sometimes snowstorms stop traffic.

9. A bad snowstorm is called a blizzard.

Activities:

1. Clip snow pictures from newspapers, magazines and use them for discussion.

2. Talk about suitable clothing worn for winter.

3. Have children make "cut and paste" snowmen, easel, finger, and wet-chalk snow pictures as well as clay snowmen.

   Mix a small portion of wheat paste in water. Have the children brush this on blue construction paper and amke snowmen of white chalk while the paper is wet and sprinkle with salt to resemble falling snow.

4. Make a real snowman outside the classroom.

5. Sing snow songs.

6. Poems

THE SNOWMAN

BY Louise B. Scott

I am a snowman cold and white (children stand)
I stand so still through all the night,
I have a nose, a mouth, two eyes. (Point to parts of face)
Just lumps of coal about this size. (Make circle with thumb and pointer finger)
I have a muffler made of red. (Motion of putting muffler around neck)
And a stovepipe hat upon my head. (Show height of hat with hand)
I have some bright green mittens neat. (Show hands)
And I have some big black shoes for feet. (Extend foot)
I have a coat to keep me snug. (Hug body)
It's made from Grandma's old brown rug.
The sun is coming out! Oh, my! (Make circle with arms)
I think that I am going to cry! (Rub eyes)
Oh, dear! I was so nice and round. (Sink gradually to floor)
Now I'm just a river on the ground!

Flannelgraph Story:

VALENTINE SNOWMAN

I made a snowman yesterday
So jolly, fat, and fine.
I pinned a red heart on his chest,
And called him "Valentine."

Last night a warm, sweet breeze blew by,
And stole his heart so gay.
My snowman melted on the spot
And quickly ran away.

THE UNIVERSE

Learnings:

Day Sky

1. The day sky is light.

2. It is bright when there are no clouds.
   We can see the sun.

3. The sun makes needed heat.

4. The sun is so bright we cannot see the stars.

5. The sun causes shadows when its rays do not pass through objects.

6. The sun shines above the clouds on cloudy days.

7. The sun makes spring, summer, fall, winter.

8. Sometimes we can see the moon during the day.

Night Sky

1. When it is day on one side of the earth, it is night on the other side.

2. On a clear night we can see the stars, moon, and planets.

3. It is cooler at night.

4. Sometimes plants get wet at night. This water that collects on plants is called dew.

5. Most animals and people sleep at night.

6. The night sky has some light. Moon and the stars light the earth at night.

Activities:

1. Most of the kindergarten child's experiences about the universe will be limited to pictures and stories.

2. Observe differences between day and night sky.

3. To show why we have day and night rotate a large ball slowly left to right in full sunlight. Put a mark on the ball to identify a certain spot. Observe the spot moving from light into dark into light.

THE UNIVERSE CONT.

Stars:

1. Stars are suns.

2. Some of them are much begger than our sun; others are much smaller. Others may be nearly the same size.

3. Some stars look big and bright; some small. Some of the largest stars look small because they are so far away.

4. Stars do not have points.

5. They are big balls of burning gases; they make their own light.

6. Stars twinkle because we are looking up at them through air.

7. We do not see any stars in the sky in the daytime because the sun is so bright.

8. We do not know exactly how many stars there are.

9. Some stars that seem to be in groups have names. They are called constellations.

Moon

1. The moon is the earth's satellite.

2. It has no light of its own but reflects the light of the sun like a mirror.

3. It is smaller than the earth.

4. It is the earth's nearest neighbor.

5. It travels around the earth.

6. The moon is very, very small compared to the sun.

7. It has days and nights just as we do here on earth.

8. There probably is no air or water on the moon.

9. Much of the moon's surface is not flat and smooth. It is rough and rugged like mountains and valleys.

Moon cont.

10. Sometimes we think that the formations on the moon look like a face and we call them "The Man in the Moon."

11. The moon changes in appearance from night to night. Sometimes we see a big full moon, sometimes it is a half or quarter, and sometimes we only see a small part of it. This depends on how much of the moon is getting light from the sun at the time.

The Sun

1. The sun is a star.

2. The sun is the center of our universe.

3. Our sun gives us light and heat.

4. There would be no living things without the sun.

5. The sun is hotter than any fire on earth.

6. The earth revolves around the sun. When it is night, the place where we live is turned away from the sun.

7. We could not live on the sun because it is made of hot gases.

8. Without the sun's heat, all living things would freeze.

Activities:

1. Place a stick in the gound. Measure the length and position of a stick's shadow each week at the same time for several weeks. Differences in the length and position of the shadow show the change in the position of the earth in relation to the sun.

2. Take the temperature in full sun, shade, cloudy days, windy days.

The Earth

1. We live on a big ball, the earth.

2. The earth is a planet.

3. Our earth travels around the sun. It is always moving fast.

4. Air, water, rocks, and soil are all a part of the earth.

5. Gravity is the force which pulls all things toward the earth.

6. There are three parts to the earth-the land, the water, and the air. The land is our home, the waters are the lakes, oceans, and rivers, and the air is the gaseous part all around the earth.

7. The inside of the earth is very hot.

8. There is more water than land on the earth.

Rocks and Soil

1. Rocks and soil are a part of the earth.

2. There are different kinds of soil. Some is good for growing plants. Some soils hold more water than others. Some blow away very easily.

3. Rocks are made of different minerals. Each mineral is the same color and looks the same all the way through. Some rocks are made of many minerals; others are made of only one mineral.

POEMS

Twinkle! Twinkle! Little Star
by Jane Taylor

Twinkle, twinkle, little star;
How I wonder what your are!
Up above the world so high,
Like a diamond in the sky.

When the blasing sun is gone,
When nothing he shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

In the dark blue sky you keep,
And often through my curtains peep;
For you never shut your eye
Till the sun is in the sky.

And your bright and tiny spark
Lights the traveler in the dark
Though I know not what you are,
Twinkle, twinkle, little star.

SKY CLOCK

The sun rises in the east
The sun sets in the west
The moon rises in the east
The moon sets in the west
Stars rise in the east
Stars set in the west
The North Star never sets.

Author Unknown

ENERGY

LIGHT

Understandings:

1. Light has all colors in it.
2. Sunlight causes shadows.
3. Light causes some things to change color.
4. Plants need light to grow. Plants will turn toward the strongest light.
5. We don't see stars in the daytime because the sun is so much brighter.
6. Sun gives light.
7. Fire makes light.
8. Light can be used in many ways to make our work easier.

Activities:

1. Use a prism to make rainbow colors.
2. Observe the colors in a rainbow.
3. Observe the colors in soap bubbles.
4. Place one potted plant in a dark place and one in the sunlight. Keep both watered. Leave for several weeks. Observe leaves of the two plants. Leaves will turn yellow if plant gets no light.
4. Place plant in window and observe that leaves will turn toward source of strongest light.
5. Place plant inside a paper bag. Cut a hole in one side of the bag. Observe plant as it turns toward hole in sack.
6. Experiment with mixing paints and making all colors from primary colors.
7. Experiment with shadows. Hang a sheet near a window and try to guess who is standing behind it.

8. Learn this poem.

SHADOW CHILDREN

As soon as we run out the door
On a bright and sunny day,
The shadow days come over
To our yard to play.

They run beside us on the grass
They walk when we walk;
They jump and wave their arms with us
Why will they never talk?

A shadow boy pulls when Bill pulls.
Giving me a ride,
And the shadow wagon slides along
With shadow me inside.

Author Unknown

HEAT

Learnings:

1. Fire makes heat.
2. Fire warms, if controlled.
3. Fire destroys, if not controlled.
4. Fire needs air to make it burn.
5. A thermometer tells how hot or cold something is.
6. Heat causes changes in some materials.
7. Heat helps evaporate water.
8. The sun is warm.

Activities:

1. Light a candle. Place a jar over it. The candle goes out as soon as all the air in the jar is gone.
2. Rub your hands together and notice how hot they get.
3. Notice how warm the sidewalk or asphalt is because the sun has been shining on it.
4. Pop corn. (Notice change)
5. Toast bread.
6. Boil water. (Heat changes water into steam)
7. Make jello. (Dissolve jello with hot water)
8. Iron doll clothes.
9. Let the sun melt butter.
10. Place thermometer in a pan of ice cubes. Place a pan of water outside in sunlight. Notice change.
11. Place a pan of water outside in sunlight. Notice evaporation.

ELECTRICITY

Learnings:

1. Electricity gives light.

2. Many machines are run by electricity.

3. Electricity make things work: our lights, toaster, cornpopper, iron, washing machine, radio, television and other things.

4. Electricity is a form of energy. It produces light, heat, and sound.

5. Most of our electricity comes through wires, strung on poles from a power house where a big machine called a generator makes electricity.

6. Electricity is good to have. It is a great help to people but they should be very careful in using it.

   Don't leave a heater on when not in use.

   Never touch a light switch with wet hands or from a bath tub.

   Do not put your fingers or any metal object in an electric outlet.

   Never touch a wire carrying electric current.

7. We cannot see electricity, but we can see what it does.

Activities:

1. Have fun with static electricity. Run a comb through hair and place hair on a piece of paper. It will dance. Rub balloons with silk or wool, watch them pull away from each other.

2. Make a scrapbook of things run by electricity.

3. Take apart and experiment with a flashlight.

MAGNETISM

Magnets: Use to fit needs.

Understandings:

1. Magnets are permanent, All The Time!

2. Natural magnets are lodestone or magnetite.

3. They can be any shape: irregular like a rock, bar, horseshoe, U-shape, round.

4. Magnets attract iron and steel.

5. Telephones have magnets in them.

6. All electric motors have two electromagnets in them-vacuum cleaners, electric mixer, sewing machines.

7. Radios have electromagnets in them.

8. Magnets do not attract string, paper, or glass.

9. The pull of a magnet will go through paper, air water, and other materials.

10. Some magnets are stronger than others.

11. The ends or poles of a magnet are stronger than any other part of the magnet.

12. One end is the north pole; the other end is the south pole.

13. The earth is a very large magnet with a north magnetic pole and a south magnetic pole.

Activities:

1. Hold a magnet near a steel nail lying on the table.

2. Hold it near a pile of tacks. (Magnets attract steel and iron)

3. Make a temporary magnet by stroking the steel nail and picking up a paper clip.

4. Let the children feel how much stronger some magnets are than others.

5. Make figures from greeting cards, mount them on cork, stick thumb tacks in the bottom of the cork. These figures can be made to mo around in a shallow box by using a magnet underneath. (The force of a magnet can go through paper, glass, wood, and other materials)

Activities:

6. Show how the magnet is stronger at the ends. Suspend a bar magnet, approach it with another magnet. (Every magnet has a north pole and a south pole. Unlike ends pull together, like ends push apart)

7. Take a magnet and run it through the soil to see how it picks up iron filings.

SOUND

Learnings:

1. There are many different kinds of sounds.

2. Some sounds are high; some are low. Some are loud; some are soft. Some are long; some are short.

3. Some sounds are pleasant; others are unpleasant. (noises)

4. You can hear many sounds. You can make many sounds. Our ears help tell us what sounds we hear.

5. We communicate with each other through sounds.

6. Sound is made by something vibrating (moving back and forth very fast.)

7. Sounds travel through the air. Sound can travel through certain materials better than it can travel through air.

8. Every animal makes a different kind of sound.

9. Sound travels through soil, wood, and other materials.

10. Sometimes the side of a hill or the wall of a building keeps vibrations from going forward and this causes an echo.

Activities:

1. Tie a spoon in the middle of a piece of string. Hold the ends of the string in each hand and place it in front of your ears. Strike the spoon on the table and notice the sound it makes.

2. Have a child close his eyes. Have another child take a bell and go any place in the room and ring it. The child with his eyes closed attempts to point to the direction from which the bell is ringing.

3. Have children close their eyes and try to recognize the sounds they hear.

   Nature sounds- bird calls, animal sounds, running water, the wind blowing.

   Animal sounds

   Human sounds-talking, laughing, crying, walking, running.

   Mechanical sounds-hammering, sawing, car, motors.

   Rhythm instruments-~~drums~~, sticks, bells, tambourine, sand block, etc.

4. Play the Echo game. One child speaks or sings. Another child is the echo and repeats the sound softly.

Activities:

5. Take a walk to see how many different kinds of sounds you can hear.

6. Have the children close their eyes while one child plays two notes on the piano and then tell which note was higher and which one was lower.
As the scale is played, children rise with each note or vice versa. Look inside the piano. Notice the length and thickness of wires and observe how the hammers work.

7. Place different lengths of rubber bands around a box. Notice the difference in pitch according to the tautness of rubber bands. Place your hand on the rubber band. Why did the sound stop? Experiment with the sound of a triangle When held in the hand or when it is hanging freely.

8. Put a piece of tissue paper over a comb and blow or hum on it; feel the vibration on your lips.

9. Make a funnel out of a piece of stiff paper. Talk through it. Your voice sounds much louder because the sound of your voice all goes in one direction.

SIMPLE MACHINES

Learnings:

1. Simple machines make work and play easier and faster.
2. A lever is a simple machine. It helps us lift or move things.
3. A seesaw is a lever. Children can lift each other on it.
4. A baseball bat is a lever. It helps to lift the ball.
5. Rollers and wheels are simple machines that make it easier to push or pull a load.
6. Pulleys make it easier to lift a heavy load.
7. A wedge is a machine that helps push things apart. Axes, saws, plows, hoes, sand shovels are wedges.
8. Gravity and friction are forces that may help or hinder us when we use simple machines.

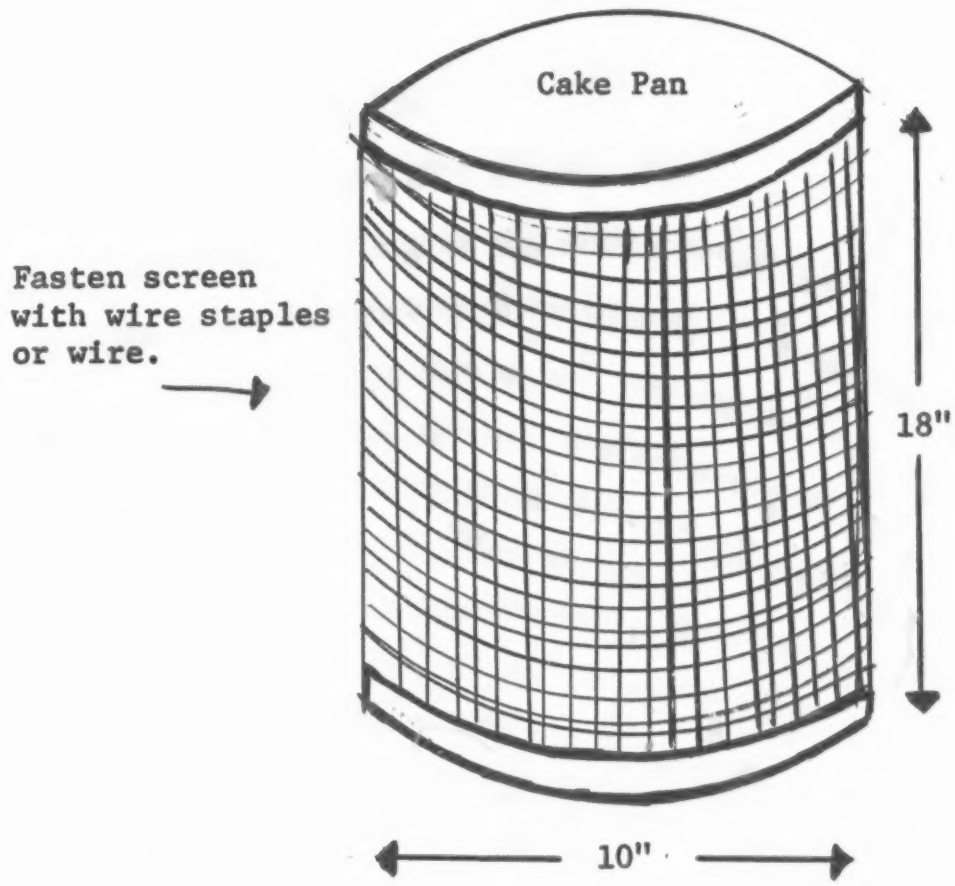
Activities:

1. Make a display of common simple machines: Scissors, pencils, bat.
2. Display wheeled conveyances. Let the children use them.
3. Tear an old clock apart. Examine it.
4. Build a town in the classroom, with streets and garages, using toys for machines.

INSECT CAGE

Materials Needed: 1 piece copper screening 18" x 32"
2 cake pans, 10" diameter
heavy duty staples

Directions:
1. Lap ends of the screen together approximately 3/4" and fasten with staples or interweave wire to form an open-ended cylinder.
2. Place one cake pan on top of the wire cylinder, the other below the wire cylinder. The cake pans may be enameled if desired.

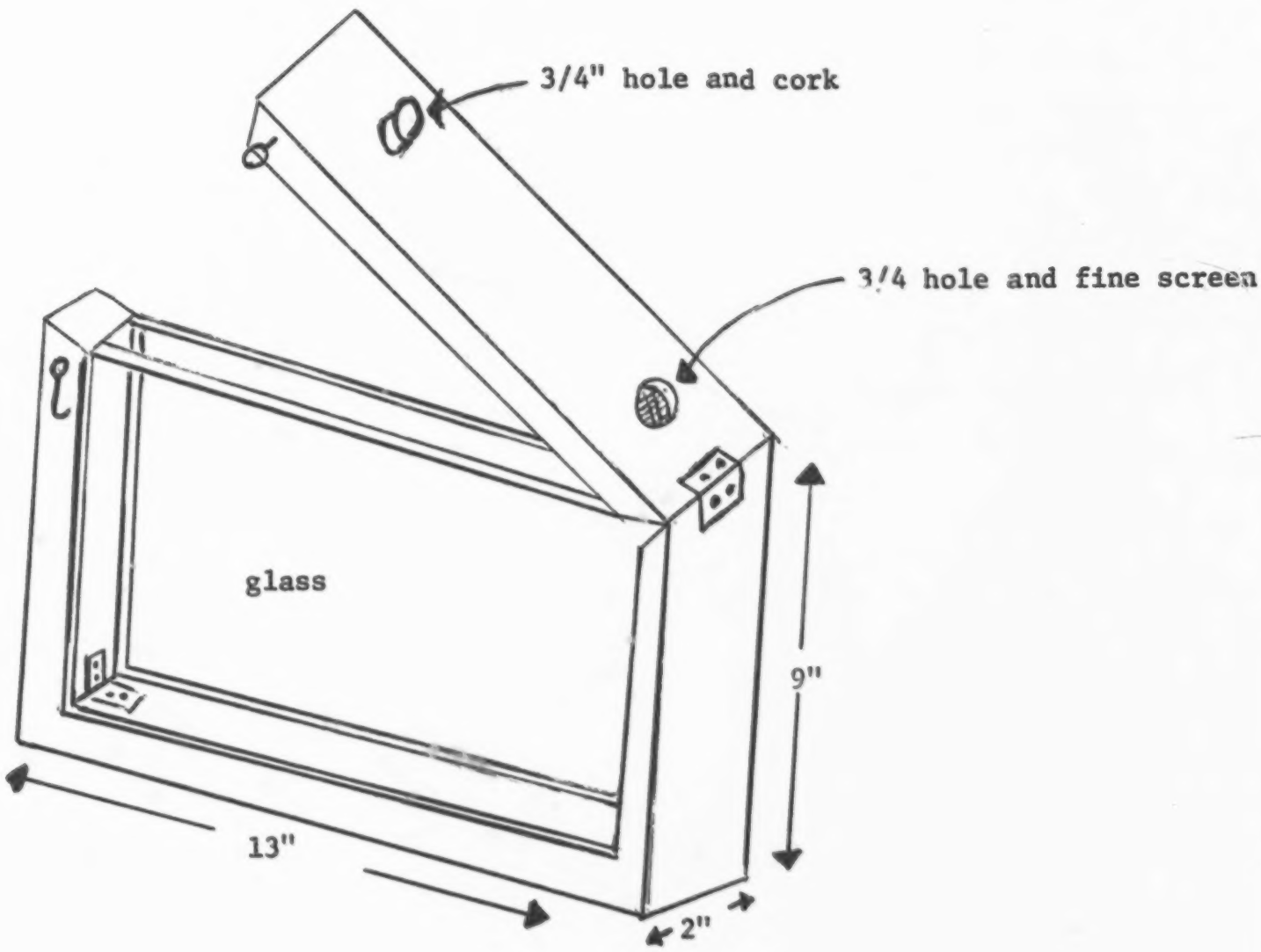


EQUIPMENT

ANT NEST

Materials Needed: 2 pieces Redwood 3/4" x 2" x 13" - top and bottom
2 pieces Redwood 3/4" x 2" x 9" - ends
2 pieces Redwood 3/4" x 2" x 4" - legs
2 pieces glass 8" x 12"
2 right angle braces 1/2" x 2"
1 3/4" solid pin hinge
1 hook and eye

Directions:
1. Cut grooves 5/16" deep and 1-1/8" apart in pieces to hold the glass.
2. Assemble ant nest as shown below.
3. Use glue on miter joints to insure sealing.
4. Fill with sand and ants.



MUSIC

OBJECTIVES:

1. To help the children to express their fellings and emotions in an acceptable way.
2. To develop children's awareness, understandings and appreciation of music and rhythms.
3. To help children enjoy music as part of their daily life.
4. To help children develop a sense of social acceptablility.
5. To help children become active participants in musical activities.
6. To help children become sensitive to the moral and spiritual values through musical experiences.
7. To help children grow in language arts.
8. To correlate Music with the other areas of the Curriculum.

GUIDELINES:

1. Every child is capable of musical expression.
2. Music is essentially personal.
3. Musical experiences are natural experiences.
4. Not every child must conform to a group musical experience.
5. Children can and will give original contributions to musical experiences.
6. Encourage children to listen and participate by doing those things yourself.
7. Encourage spontaneous musical expression, individually or with the group.
8. In general, Indians do not move their lips very much in speaking. Help them with exploring the use of their lips.
9. Whispering by the teacher helps obtain the children's attention, just as soft singing does.
10. Singing routine instructions helps the children retain them.
11. Children's listening abilities are not yet fully developed. They prefer to be involved in physical activities. Singing games are welcome breaks.

Singing Activities:

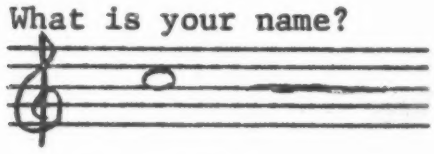
1. Encourage communication by giving special emphasis to lyrics. Encourage word subsitution if words are not comprehended.

2. Tell your children about the lyrics. Help them to understand the concepts.

3. Learn at least one new song a week. Correlate them to group activity, seasonal activity, and to meet individual needs.

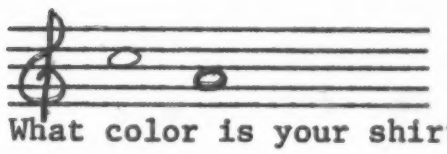
4. Teach your children to sing in tune. Encourage good tone and pitch.
   a. Tone matching activity
      1. One note:

What is your name?

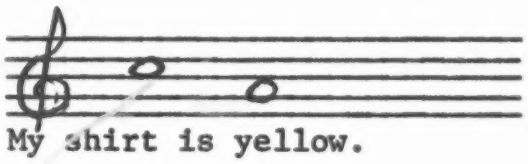


My name is_____.

      2. Two notes:



What color is your shirt?



My shirt is yellow.

      3. Other tone matching

Sing days of the week on the scale.
Sing directions. Have the children repeat.
Call the roll and have the children answer.

5. Select a song for: intrinsic worth
   quietness of mood
   sustaining tones
   simple rhythm and melody
   appropriateness for intended use

6. Select songs that involve fingerplay.

Rhythmic Activities:

1. Phrasing: A phrase is a short expression of a musical thought. Children should respond creatively to musical phrases.

2. Accent: Accent is stress upon a given beat. It is usually the first beat of the measure. Children can respond to accent by clapping, physical activity such as jumping, stamping head nodding, etc.

   Accent games: Seat the children in a circle with one child and several balls in the center. The child in the center rolls a ball to someone in the circle on each accent beat.

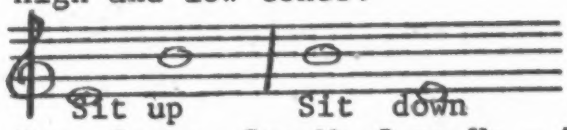
3. Underlying beat: The underlying beat is a steady pulsation which recure continuiously throughout the music. Children can become aware of this by adapting activities to the beat. E.g. Walking (regular beat)
   Skipping (irregular beat)

4. Rhythm pattern: The rhythm pattern is the amount of time given to each word when singing or playing.

5. Harmony: Harmony is the simutaneous sounding of two or more notes. The piano, autoharp, or record player can be used. Children in appreciation of harmony by recognizing how it has appealed to their imaginations. Let the children play their accompaniments.
   E.g. Row, Row, Row your Boat! play "do" throughout the song.
   The Farmer In the Dell! play "sol" throughout the song.
   Mary Had a Little Lamb! alternate "do" and "sol"
   John Brown Had a Little Indian! play "do" and "sol" simultaneously.

Musical Readiness:

1. Pitch:
   A. High and low tones:



   E.g. Song: See Me Jump Up - The Kindergarten Book (Ginn) p. 19

   B. Notes moving up and down
   E.g. Song: Would you like to Know? - The Kindergarten Book p. 4

   C. Notes moving up
   E.g. Song: Are You Sleeping?------Rote

D. Notes moving down
E.g. Song: Three Blind Mice-------Rote
Mary Had a Little Lamb-Singing On Our Way (Ginn) p.

E. Notes that skip or Jump
E.g. Song: Jump, Jump, Jump-Music In Our Town (Silver-Burdett) P. 4

F. Repeated Notes
E.g. Song: Jingle Bells-The Kindergarten Book (Ginn) p. 82

G. Fast and Slow notes
E.g. Song: Yankee Doodle-The Kindergarten Book (Ginn) p.89

H. Form Study (one tune song, two tune songs)
a. One tune
Song. Ten Little Indians----Rote

b. Two tunes (short songs with verses and refrain)AB
Song: Looby Loo----Rote

c. Two tunes and repeat (ABA)
Song: Twinkle, Twinkle, Lettle Star----Rote

Listening to Music

1. Choose records for emotional or physical response.

2. Musical Stories on records.

3. Listen to sounds of musical instruments that are on records.

Musical Experiences

1. Experiences with Rhythm Bank Instuments:
A. Commercial Instruments

B. Home-made Instruments:
-Tambourines: paper plates and pebbles.
-Clogs: boards and pop bottle caps.
-Drums: coffee cans with inner tube heads
-Rattles: plastic bottles and pebbles.
-Xylophone: pop bottles and water.
-Guitars: boxes and rubber bands.
-Sand Blocks: wood blocks and sand paper

2. Charts:
A. Instument pictures.
B. Favorite songs.
C. Picture that depict action. (skipping, running, singing, etc.)
D. Expression pictures. (listening, etc.)

3. Group Experiences:
   A. Rhythm interpretation
   B. Singing games
   C. Number songs
   D. Original song compositions
   E. Song interpretation
   F. Listening experiences
   G. Choral reading
   H. Dramatization of musical stories

4. Individual Experiences:
   A. Original songs
   B. Making instruments
   C. Musical interpretation through Art.
   D. Musical interpretation through Language.
   E. Listening to instruments playing

Correlation:

1.	Home	The Kindergarten Book	(Ginn)	pages 44-61
2.	School	"	"	pages 27-31
3.	Safely	"	"	pages 136
4.	Pets	"	"	pages 110-113
5.	Toys	"	"	pages 127-130
6.	Farm	"	"	pages 114-118
7.	Circus and Zoo	"	"	pages 119-122
8.	Seasons	"	"	pages 99-109
9.	Story Songs	"	"	pages 143-152

Music Textbooks

1.	Ginn	The Kindergarten Book
2.	Schmitt-Hall	Golden Book of Favorite Songs
3.	Follett	Music Round the Clock
4.	American Book Co.	Music for Young Americans-The Kindergarten Book
5.	Bowmar Records	Singing Run
6.	Bowmar Records	More Singing Fun

ART

OBJECTIVES

1. To help the children become more aware of their surroundings.

2. To help the children get clear mental pictures of their surroundings through nature trips, designs in materials, physical play, story books, use of pictures, dramatizing stories, and things they know about. Making children aware of their surroundings enriches their creative abilities.

3. To develop his five senses: smell, touch, sight, taste, and hearing.

4. To learn to appreciate other children's art work.

5. To employ pertinent questioning to arouse the children's interest in their surroundings.
   E.g. a. Feel a tree. How does it feel? Look at the branches. How do they look? How would you describe the smell of a tree?
   b. Look at growing plants and flowers. Are the plants tall or short? How do the leaves feel? (Rough or smooth) How is the flower connected to the plant? (stem) Do the flowers smell? What kind of smell do they have? (sweet or strong)

6. To encourage the children to talk about their paintings and other media of art.

7. To help children develop their natural creativity by limiting the use of pattern work and ditto sheets for coloring.

8. To encourage the children to work with the eight colors: red, yellow, orange, blue, green, purple, brown, and black.

9. To employ the use of large crayons, large pencils, large paint brushes, and large chalk.

10. To acquaint the children with the various media of Art:
    a. Crayon
    b. Temper
    d. Collage - tearing or cutting paper
    e. Clay
    f. Crafts

11. To correlate Art with the other areas of the curriculum such as as Science, Health, Social Studies, Numbers, and Language.

GUIDELINES:

1. Children view the world through different eyes that adults do. They express this world in their own way. We should be prepared to view their art from a similiar point of view and not from our adult concepts of art.

2. Once we have retrained our own eyes to look upon their work with freshness, we become aware of all the charming and delightful qualities in their art. The honest, forthright expressions in their art that of the children's world as they see it, feel it, and understand it.

3. Just as in other areas of child development, children also pass through certain stages of art development. For example: Children can pass through various stages of scribbling. There are the disordered scribbling stage, longitudinal scribbling, the circular scribbling, and naming scribbling stage. All of these stages are important to the growth of children.

4. We should never draw for children in order to "help them". This hinders their development and can make them dissatisfied with their own efforts.

5. Use of patterns, sterotyped cut-outs, ditto sheets, and coloring books hinder and often block children's natural growth. Creating their own art forms gives children an emotional outlet. Copying, tracing, and other such activities make children inflexible. When teachers use this material, not only bad habits, but outright dishonesty is being encouraged.

6. We can understand and find out many things about children's art. Encouraging them to talk about their work gives them greater confidence, expecially when the listener is sincerely interested.

7. Children's art work contain emotional insights and clues. For example: Timid children tend to draw in small, light lines, children with drive and will power use forceful and determined lines. Other children indicate lack of self-confidence through jerky, interrupted lines. Alert teachers, who allow children to communicate visually and verbally will be able to encourage and guide children to their full potentials. They will also encourage children to work big, thing big, and act big.

Art may be developed through the use of the following steps: observation, discussion, and production.

Children must be taught to observe their surroundings. Five year olds must be taught to look for detail, likenesses, and differences. Jerome S. Bruner in his book, The Process of Education, states: "The task of teaching a subject to a child at any particular age is one of representing the structure of that subject in terms of the child's way of viewing things." By teaching pupils to observe their surroundings we will teach them to observe structure. Children who are taught to be observant will become skilled in the various media of art.

Following observation, learning must then be made concrete through verbalization. It then follows that discussion would cement observation for the child. The discussion activity would be a language development experience as well as a vocabulary building experience because meaning comes from using and experiencing concepts.

When the pupil has been taught to observe and experience his surroundings and to verbalize about them then he is ready to express himself in one media and gradually to extend his expressions through various media.

Each step, observation, discussion, and production, must be carefully presented, explored and experienced before the child may proceed to the next step. This whole process is a gradual acquisition of skills necessary for self-expression in art form.

The three steps discussed in the rationale may be implemented in the following ways:

1. Wide and short objects: *When an occasion arises to involve short and wide objects, the following things may be displayed.
   a. bowl
   b. pitcher
   c. flat squash
   d. pumpkin
   e. melon

   *Discuss these things as to their shape, color, tacility, and usefulness.

   a. This is a bowl.
      It's short and wide.
      It's red, etc.
      It holds food.
      It holds water.

   b. This is a pitcher.
      It's short and wide.
      It's brown, etc.
      It holds water.

   The teacher produces the appropriate questions.

*Following the discussion, the children may begin expressing themselves in one media of art (painting, drawing, clay modeling, or collage).

*When the work is completed, talk about the finished product. Use the sentence patterns that have been devised in the previous discussion period.
Examples:

a. This is a bowl.
It is short and wide.
It's (color).
It holds food.
It holds water.

b. This is a pitcher.
It is short and wide.
It's (color).
It holds water.

2. Narrow and tall objects: *Display the examples for observation.

a. bottles
b. vases
c. milk cartons
d. yard stick
e. pencils
f. crayons
g. rhythm band stick
h. some blocks

*Talk about these objects, describing their shapes, describing how they feel, and noting their usefulness and color.
Examples:

a. This is a bottle.
It's smooth. (accept other adjectives)
It's (color).
It holds water.
It holds pop.

b. This is a vase.
It's rough. (accept any other adjectives
It's (color). the children use)
It holds flowers.

The teacher produces the appropriate questions.

*Following the discussion, the children may begin expressing themselves in one media of art.

*When the work is completed, talk about the finished product. Use the sentence patterns that have been devised in the previous discussion period.
Examples:

a. This is a bottle.
It's smooth. (accept other adjectives)
It's (color).
It holds water.
It holds pop.

b. This is a vase.
It's rough. (accept other adjectives)
It's (color).
It holds flowers.

*Display the objects for observation.

3. Line direction: a. Circular objects
b. Triangular objects
c. Rectangular objects
d. Squared objects
e. Other: long, short, crooked, straight

*Display the objects for observation.

a. Circular objects: balls
balloon
orange
apple
play dishes
top of cups
the bottom and top of the wastebasket
the bottom and top of a drum
shape of the ceiling light fixture

*Discuss these things as to their shape, color, tacility and usefulness.
Examples: a. This is a ball.
It's round.
It's (color).
We play with a ball.
b. This is a balloon.
It's round.
It's (color).
We play with a balloon.

The teacher produces the appropriate questions.

*Following the discussion, the children may begin expressing themselves in one media of art.

*When the work is completed, talk about the finished product. Use the sentence patterns that have been devised in the previous discussion period.
Examples: a. This is a ball.
It's round.
It's (color).
We play with a ball.
b. This a balloon.
It's round.
It's (color).
We play with a balloon.

*Display the objects for observation.

b. Triangular objects: rhythm band triangle
some blocks
triangular forms cut from paper

*Discuss these things as to their shape, color, tacility, and usefulness.

Examples: a. This is a triangle.
It's smooth.
It makes a tune.
We use it in the rhythm band.

b. This is a block.
It's shaped like a triangle.
It's smooth.
It's (color).
We play with it.

The teacher produces the appropriate questions.

*Following the discussion, the children may begin expressing themselves in one media of art.

*When the work is completed, talk about it. Use the sentence patterns that have been devised in the previous discussion period.

Examples: a. This a triangle.
It's smooth.
It makes a tune.
We use it in the rhythm band.

b. This is a block.
It's shaped like a triangle.
It's smooth.
It's (color).
We play with it.

*Display the examples for observation.

c. Rectangular objects: shoe box
school paper
blocks
some books
flag
the tops of the tables
windows.

*Discuss these things as to their shape, color, tacility, and usefulness.

Examples: a. This is a shoe box.
It's smooth.
It's blue and white.
It holds shoes.

b. This is writing paper.
It's smooth.
It's green and white.
We write on it.

The teacher produces the questions implied.

*Following the discussion, the children may begin expressing themselves in one media of art.

*When the work is completed, talk about it. Use the sentences patterns devised in the previous discussion period.

Examples: a. This is a shoe box.
It's smooth.
It's blue and white.
It holds shoes.

b. This is writing paper.
It's smooth.
It's green and white.
We write on it.

d. Squared objects: *Display objects for observation.
box
tile
some blocks
some paper
some books
some windows
some bulletin boards

*Discuss these things as to their shape, color, tacility, and usefulness.

Examples: a. This is box.
It's square.
It's (color).
It's smooth. (accept other adjectives)
It holds_____. (whatever it might hold)

b. This is tile.
It's square.
It's (color).
It's on the floor.

The teacher produces the questions implied.

*Following the discussion, the children may begin expressing themselves in one media of art.

*When the work is completed, talk about it. Use the sentence patterns devised in the previous discussion period.

Examples: a. This is a box.
It's square.
It's (color).
It's smooth. (accept other adjectives)
It holds_____.(whatever it might hold)

b. This is tile.
It's square.
It's (color).
It's on the floor.

e. Other line directions: *Display objects for observation.

play furniture	broom	saw	chair
spade	dustpan	hammer	wagon
table	hoe	tree branches	
	rake	tree trunk	

*Discuss these objects as to their length (long or short), evenness (straight or crooked), color, and usefulness, if possible. Follow the structure for sentence patterns in the examples completed in the previous lessons.

*Following the discussion, the children may begin expressing themselves in one media of art.

*When the work is completed, talk about it. Use the sentences patterns devised in the discussion period.

4. Design: *Display these objects for observation.

various pieces of material: wool, terrycloth, silk, corduroy, leather, man-made fur, cotton, burlap velvet, lace

wallpaper
tile
rugs
jewelry (Indian or other)
commercial wrapping paper
wood
rock
corrugated cardboard
plastics

*Discuss these things as to design, tacility, color, and usefulness.

Examples: a. This is material.
It's silk.
It's smooth.
It's (color).
It's pretty.
Dresses are made of silk.
Shirts are made of silk.

b. This is material.
It's corduroy.
It's rough.
It's (color).
It's pretty.
Dresses are made of corduroy.
Jackets are made of corduroy.
Coats are made of corduroy.

c. This is wallpaper.
It's striped. (floral, polka dotted, plaid)
It's pretty.
Sometimes it's rough.
Sometimes it's smooth.
Some homes have wallpaper.

The teacher produces the relevant questions.

c. Following the discussion, the children may begin expressing themselves in one media of art. (crayon, tempera, collage, clay)

d. When the work is completed, talk about it. Use the sentence patterns devised in the previous discussion period.

5. Color: *Observe the color in clothes, paint, pictures, the out-of-doors, and things in the room.

*Talk about these things.

*Following the discussion. the children may begin expressing themselves in one media of art. If the children choose painting as the media of art, let them experience mixing the primary colors, red, yellow, and blue, to get other hues.

*When the work is completed, talk about it. Use the sentence patterns that are similiar to those divised in other lessons.

*"Color Games"

1. Naming and Matching: Place colored cut-outs of many things about the room. For example, these cut-outs may be a red apple, an orange, a yellow apple, a green car, a blue truck, a brown square, a black cat, a red dress, a blue cup, a yellow house, a green sock, etc. Then choose a child to pick up all the red objects and another to pick up all the blue objects and another the purple, etc. When the objects have all been found, talk about them.

Examples: a. This is a red car.
This is a red dress.
This is a red apple.
All these things are red.

b. This is a blue truck.
This is a blue cup.
This is a blue hat.
All of these things are blue.

c. This is a green sock.
This is a green apple.
This is a green truck.
All of these things are green.

2. Find the "Red Apple"

Let two or three children leave the room and then hide a "red apple" cut-out in the room. Let the children come back into the room to see who might find the "red apple" first. When it has been found, the child says, "I've found the red apple." Continue the game using other colored cut-outs.

3. "Upset the Basket Full of Colors" (use the eight colors)

Pin a colored stripe of paper on each child and seat them in a circle. Choose a caller who stands in the middle and says, "The blues and the reds change seats." All the blues and reds must get up and exchange seats and during this "Upset", the caller should try to get a seat. The "color" who is left without a seat becomes the caller. He proceeds to call other colors to exchange seats and the game continues.

APPENDIX A

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